



Middlebury  
College

# Academic Affairs <sup>2020</sup>/<sub>2021</sub>

PROCESSES AND PROCEDURES FOR DEPARTMENT CHAIRS,  
PROGRAM DIRECTORS, AND ACADEMIC COORDINATORS





# Processes and Procedures for Department Chairs, Program Directors, and Academic Coordinators

2020-21

(Updated October 2020)

*Academic Administration  
Middlebury College*

## HELP! Who to Contact at Middlebury College if you need information about...

Anderson Freeman Resource Center .....	Roberto Lint Sagarena (5508)
Benefits, Human Resources – Health and Welfare .....	Sarah Smalley (5755)
Benefits, Human Resources - Retirement .....	Sarah Smalley (5755)
Book orders and course packs for classes .....	Erin Jones-Poppe (2258)
Budgets (department) .....	Lexie Carlson (5130)
Budgets (program enrichment funds) .....	Lexie Carlson (5130)
Calendar (Academic) information .....	LeRoy Graham (5669)
Catalog: Course .....	Kathleen Parent (2207)
Catalog: Winter Term .....	Kathleen Parent (2207)
Center for Teaching, Learning & Research/Peer Tutoring .....	JoAnn Brewer (3131)
Class lists .....	Available in BannerWeb
Classroom absenteeism .....	Student Life Dean
Commencement information .....	Molly Andres (2885)
Commencement information (Summer Schools) .....	Jennifer Thompson (5917)
Computer Help Desk .....	(2200)
Computers: Academic computing .....	Helpdesk (2200)
Contracts, employment .....	Donna McDurfee (5380)
Convocation information .....	Molly Andres (2885)
Council on Reviews .....	Donna McDurfee (5380)
Course Response Forms .....	Kathleen Parent (2207)
Diversity Initiatives .....	Miguel Fernandez (5792)
DLINQ (Office for Digital Learning and Inquiry) .....	Amy Collier (5921)
Educational Affairs Committee .....	Donna McDurfee (5380)
Elections to faculty committees .....	Donna McDurfee (5380)
Environmental Health and Safety .....	Jen Kazmierczak (5726)
External Department Reviews .....	Tania Bolduc (5484)
Faculty housing .....	Pam Norton (5504)
Faculty meetings (scheduling, agenda) .....	Donna McDurfee (5380)
Faculty development funds (including travel to conferences) .....	Sandra King (2007)
Film orders .....	Sue Driscoll (2048)
First-Year Seminars .....	Amy Morsman (3223)
Honor code (Cheating on tests, plagiarism, etc.) .....	Brian Lind (5385)
International Student and Faculty Support .....	Kas Singh (5849)
Interview scheduling for recruiting .....	Erin Kilpeck (5156)
Lecture series (symposia) .....	Tania Bolduc (5484)
Library: general questions .....	Circulation (2000)
Matching Funds (Cost-Share) for Faculty Grants .....	Sandra King (2007)
Media Services .....	Help Desk (2200)
Moving expenses: (new faculty) .....	Lexie Carlson (5130)
Moving expenses: (faculty leave moving) .....	Sandra King (2007)
New Faculty Events .....	Tania Bolduc (5484)
Off-Campus Study/Study Abroad .....	Heather Sitkie (3172)
Office assignments .....	Kathleen Parent (2207)
Scheduling, Courses .....	Registrar's Office (5770)
Scheduling, Events .....	Jen Erwin (5772)
Sexual harassment .....	Thaddeus Watulak (5741)
	Marti McCaleb (2147)
Sponsored Research (external faculty grants) .....	Nick Brightman (5132)
Start-up Funds .....	Sandra King (2007)
Student employment .....	Student Employment Office (5377)
Student fellowships .....	Colleen Norden (3026)
Student internships .....	Peggy Burns (3450)
Tax questions .....	Controller's Office (5547)
Telephone questions (Cisco) .....	Help Desk (2200)
Threat Assessment .....	Lisa Burchard (5201)
Winter Term .....	Kathleen Parent (2207)

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## CHAIR AND COORDINATOR CALENDAR 2020-21

Note: Dates provided here are subject to change! Please check email announcements carefully in case dates shift. **Many Winter and Spring term dates are still pending and will be updated once confirmed.**

### BEGINNING OF EACH MONTH

General Deadlines:

- ✓ Faculty Professional Development Fund (FPDF): deadline at least 1 month before date of conference or research travel with a final deadline of June 1. Undergraduate Collaborative Research Fund (UCRF) – Ongoing with a final deadline of March 1 for Spring term projects
- ✓ Scholarly Publication Subvention Fund (SPSF): ongoing, provided funds are still available
- ✓ Textbook Orders online-only: Please contact Erin Jones-Poppe, Bookstore Manager, for more details (ejonespoppe@middlebury.edu)
- ✓ Religious Holidays: please refer to the Academic Calendar

### AUGUST 2020

- ✓ Coursepacks, Fall 2020 – if you have faculty using coursepacks for Fall Term, the Master Coursepack (clean copies) should be submitted to the College Store as soon as possible.
- ✓ Returning faculty have access to offices. New faculty can move into offices after Aug. 17
- ✓ Update placement exams for incoming students – First year registration is 9/3.

8/3-8/7      On-line registration for returning students

8/4-8/31      New Faculty Orientation sessions held weekly

8/8              Commencement, Bread Loaf School of English in Vermont

8/14            Language Schools Commencement

8/24            Last day to register for Fall I PE courses (online) for continuing students

8/27            Fall MiddView: Programming begins.

### SEPTEMBER 2020

- ✓ Coordinator and Chair should meet to discuss office procedures, recruiting updates, faculty reviews, department events and lectures, budget information, etc.
- ✓ Forward any graduate information that the Coordinator or department faculty may have received regarding previous majors to College Advancement

- ✓ Post Fall class schedule and faculty office hours
- ✓ Enter placement exam results in Banner before registration begins on 9/3
- ✓ Finalize updates to Department Web Page(s)
- ✓ Remind faculty that any course scheduling changes they initiate with the Scheduling Office should be copied to the Department Coordinator
- ✓ Remind Senior majors to submit the On-line Intent to Graduate/Diploma Application found on the Registrar's Office website under Information for Students
- ✓ Remind Faculty in your department that student course warnings can be issued any time during the semester - students who receive warnings receive assistance from Deans and may make dramatic improvements in the course.

9/1	Academic Forum, 9:00-11:00 a.m., Virtual
9/3	Banner Registration online for new students
9/4	Faculty Meeting, 9:00 a.m., Zoom
9/6	Convocation, 7:30-8:30 p.m.
9/8	Fall Term classes begin
9/10	CAOS Meeting, 9:00, Zoom
9/18	New Winter Term course proposals due and Spring 2021 course proposals due from new faculty and faculty returning from leave. All proposals must be submitted to the Kathleen Parent, electronically for consideration by the Curriculum Committee. Forms are available at <a href="#">go/proposalforms</a> .
TBD	Banner Course information distributed for Winter Term and Spring 2021
9/18	Rosh Hashanah begins in the evening
9/21	Last day to add fall academic courses (add cards) and last day to drop fall academic courses online
9/19	Rosh Hashanah
9/23	Chairs/Directors Meeting, 8:00 am – 9:15 am, Zoom
9/24	CAOS Council Meeting, 9:00, Zoom
9/24-25	Clifford Symposium, “The Rise of Big Data”, Virtual Middlebury
9/25	Last day to register online for Fall II PE courses
9/27	Yom Kippur begins in the evening



9/28 Yom Kippur

9/28 Deadline for Departmental Faculty Research Assistant Fund (FRAF).

## OCTOBER 2020

- ✓ Prior to scheduling lectures that may appeal to a wide campus audience, refer to the Master Calendar on the Middlebury webpage and check with Events Management.
- ✓ RECRUITING REMINDER: Candidate lectures should not be scheduled in conflict with Faculty Meetings, Chairs Meetings or Carol Rifelj Faculty Lecture Series (Wed. @ 4:30 p.m.). Check the Calendar of Events before scheduling!
- ✓ Forward any information that the Coordinator or department faculty may have received regarding the activities of alumni to College Advancement

10/1 Senior Research Project Supplement Deadline: Check the URO webpage at: [go/uro](https://go.uro)

10/2 Chairs/Directors Meeting, 8:00 – 9:15 am, Zoom

10/08 CAOS Meeting, 9:00-10:00 a.m., Zoom

10/9 Faculty Meeting, 3:00 p.m., Zoom

10/9-11 Fall Family Weekend

10/12 Last day to drop fall courses.

10/16 Deadline for tenured colleagues' letters for all reviews

10/21 Chairs/Directors Meeting, 8:00 am – 9:15 am, Zoom

10/22-24 Trustee Board Meetings

10/29 CAOS Council Meeting, 9:00 a.m., Zoom

10/30 Chairs' and directors' (if applicable) letters for Fall Reviews due. The full review schedule is available on the web at [go/reviews](https://go/reviews).

TBD Notification to department/program directors to begin teaching load planning for 2021-22

TBD Winter Term and Spring 2021 Banner Course Forms deadlines and related processes (this information will be sent by email to Chairs and Coordinators)

TBD Advising Period and affiliated activities (such as Alt PINs)

## NOVEMBER 2020

✓ Information relating to the FY2022 Budget cycle will be provided by the Budget Office this mon

Winter Term Registration – Registration dates will be posted here:

<http://www.middlebury.edu/offices/academic/records/registration/WTdates>

Spring Term Registration – Registration dates will be posted here:

<http://www.middlebury.edu/offices/academic/records/registration/sprregdates>

- |          |  |
|----------|--|
| 11/10    | Deadline to declare intention to study remotely or in-person for J-Term and Spring Semester  |
| 11/12    | CAOS Meeting, 9:00-10:00 a.m., Zoom  |
| 11/13    | Faculty Meeting, 3:00 p.m., Zoom   |
| 11/16    | New major and program proposals for 2021-22 programs should be submitted by email to the Dean of Curriculum.<br>*Changes to <u>existing</u> majors, programs, and minors are due to the Curriculum Committee, <a href="mailto:kpARENT@middlebury.edu">kpARENT@middlebury.edu</a> on 1/11/2021. |
| 11/18    | Chairs/Directors Meeting, 8:00 - 9:15 am, Zoom   |
| 11/20    | Thanksgiving Recess Begins (2:45 p.m. Faculty with courses or screenings scheduled for Friday afternoon and evening should arrange for a make-up time if desired.)   |
| 11/21    | Residence Halls Close (8:00 p.m.)  |
| 11/23-27 | Thanksgiving Holiday Break   |
| 11/30    | Classes Resume Remotely (8:00 a.m.)  |
| TBD      | Deadline for final course changes<br>NOTE: Suzanne Gurland, Dean of Curriculum must first approve new sections or changes in enrollment-please forward email approval from Suzanne Gurland with requests.  |

## DECEMBER 2020

- ✓ Process for faculty to submit teaching load forms for Dept. Chair review via BannerWeb
- ✓ Student Scheduled Exam deadlines: email from Registrar Office
- ✓ For grades on independent projects: remind faculty to use an "S" for a continuing project
- ✓ Request and file (from faculty) Fall semester course syllabi
- ✓ Submit names of faculty teaching first-year seminars for 2021-22 to Amy Morsman and Diane Burnham

12/1	Deadline for Winter Term 2021 Internships for credit—submit to CCI
12/2	Chairs/Directors Meeting, 8:00 – 9:15 am, Zoom
12/4	Fall Term Classes End (2:45 p. m.)
12/4	Last day to invoke CR/NCR option
12/10	CAOS Meeting, 9:00-10:00 a.m., Zoom
12/14	Faculty Meeting, 3:00 p.m., Zoom
12/8-13	Exam Period (Reading Day: 12/10)
12/13	Recess Begins (10:00 p.m.)
12/24-1/1	Year End Holiday Break
TBD	Last day to register online for WT PE courses

### JANUARY 2021

- ✓ Post Winter Term class schedule and faculty office hours
  - ✓ Prior to scheduling lectures that may appeal to a wide campus audience, refer to the Calendar of Events and check with the Department of Events Management
  - ✓ Coordinator begins to assist Chair with preparation of Teaching Load Report
  - ✓ FY22 New/replacement capital equipment and repair requests due to Dean of Curriculum
  - ✓ FY22 Departmental & program budget requests due to Budget Office
  - ✓ Update placement exams for incoming new students (Febs)
  - ✓ Send New Student Placement Exam information to Tania Bolduc (only for specific departments)
  - ✓ Mid-year budget check to compare actual and budgeted expenses
- |      |  |
|------|--|
| 1/4  | Fall Grades due by Noon  |
| 1/11 | Proposed changes in requirements for existing majors, programs and minors for 2021-22 Due to Curriculum Committee (submit electronically to Kathleen Parent) |
| 1/15 | Faculty Meeting, 3:00 p.m., Zoom   |
| 1/18 | Martin Luther King Day   |

1/19	Winter Term Classes begin
1/24	Chairs' letters for Winter Term reviews due. The full review schedule is available on the web at <a href="#">go/reviews</a>
1/28-30	Trustee Board Meeting in Middlebury
1/29	Annual Information for Faculty Salaries due
1/31	New Course Proposals and Professors of Practice Proposals for 2021-22 due to Curriculum Committee. All proposals must be submitted to Kathleen Parent electronically for consideration by the Curriculum Committee. Forms are available at <a href="#">go/proposalforms</a> .
TBD	Deadline for Winter Term Add/Drop Period and when updated course rosters will be available in Hyperion/Power BI  Department Staffing Reports due (Teaching Load Form) via BannerWeb.  CAOS Council Meeting; Chairs/Directors Meeting  Last day to register online for Spring I PE courses

## FEBRUARY 2021

- ✓ Post Spring Term class schedule and faculty office hours
- ✓ Forward any graduate information that the Coordinator or department faculty may have received regarding previous majors to College Advancement
- ✓ Remind faculty that any course scheduling changes they initiate with the Scheduling Office should be copied to the Department Coordinator
- ✓ Prior to scheduling lectures or events that may appeal to a wide campus audience, refer to the Calendar of Events and check with Events Management.
- ✓ Discuss with Chair office assignments for 2021-22
- ✓ Meeting for Faculty scheduled for leave in 2022-23, TBD
- ✓ Fall Term Banner process begins: Calendar will be sent by Kathleen Parent
- ✓ Remind Faculty in your department that student course warnings (found on the Registrar's Office website) can be issued any time during the semester - students who receive warnings receive assistance from their Deans and may make dramatic improvements in the course



- ✓ Chairs'/Directors' salary meetings with the VPAA begin. Chairs'/Directors' reports must be submitted to the VPAA ([ovpaa@middlebury.edu](mailto:ovpaa@middlebury.edu)) at least two business days before the scheduled meeting.

2/5	First-year seminar proposals for 2021-22 due. All proposals must be submitted to Diane Burnham electronically for consideration by Amy Morsman, FYS Director, and the Curriculum Committee. Forms are available at <a href="https://go.middlebury.edu/proposalforms">go/proposalforms</a> .
2/8	Requests for Office Assignments for 2021-22 due to Kathleen Parent
2/12	Last day of Winter Term classes
2/15	President's Day
2/17	Ash Wednesday
2/26	Faculty Meeting, 3:00 p.m., TBD
TBD	Deadline for Winter Term Grades Celebration for mid-year graduates Virtual Spring Orientation Begins (Incoming Febs) Virtual Academic Forum for new Feb students Registration online for new Feb students CAOS Meeting CAOS Council Meeting Chairs/Directors Meeting
Mid-Feb	EAC review of Teaching Load Forms and Department/Program Staffing reports completed

## MARCH 2021

- ✓ Make reservations for Senior Reception

3/1	Spring Term classes begin (8:00 a.m.)
3/5-6	College Board of Advisors Meetings
3/14	Daylight Savings Begins
3/19	Faculty Meeting, 3:00 p.m.
3/22	Chairs' letters for Spring Reviews due. The full review schedule is available on the web at <a href="https://go.middlebury.edu/reviews">go/reviews</a> .
3/27	Passover begins in the evening

3/28	Passover
3/31	All evaluations (Annual Performance Summary) for coordinators and other staff must be completed
TBD	Deadline for tenured colleagues' letters for all reviews and chairs'/directors letters Chairs/Directors Meeting, CAOS Meeting CAOS Council Meeting Last day to add/drop online Spring II PE Courses Last day to add spring courses and last day to drop spring academic courses

#### APRIL 2021

- ✓ Prepare copies of Seniors' files for Chair with instructions to review major requirements for graduation
- ✓ Prospective Students visiting days (pending health and safety protocols)
- ✓ Final Leave Schedule available on the web
- ✓ Update Department and Program Staffing Report with any changes
- ✓ Request and electronically file course syllabi from faculty for Spring semester
- ✓ Tentative list of Department Honors forwarded to Registrar's Office
- ✓ Chair/Director should ensure that advisees of faculty going on leave in 2021-22 know who their advisor will be during that year.

4/2	Deadline for all EAC staffing proposals for 2022-23
4/2	Good Friday
4/4	Easter
4/9	Faculty Meeting, 3:00 p.m.
4/9	Proposals for Winter Term 2022 due from <u>Middlebury faculty and Visiting faculty</u> – submit electronically to Kathleen Parent (Use form, either Visiting or Middlebury Faculty Proposal, available on Academic Affairs webpage at <a href="https://go.middlebury.edu/proposalforms">go/proposalforms</a> )
4/12	Ramadan begins in the evening
TBD	Fall online registration dates. CAOS Meeting CAOS Council Meeting

Chairs/Directors Meeting  
Spring Student Symposium

**MAY 2021**

- ✓ Student Scheduled Exam deadlines: email from Registrar's Office
- ✓ Grades: remind faculty to use an "S" on a continuing project
- ✓ Remind departing faculty to return keys and leave College computer
- ✓ Seniors with double or joint majors need to decide which department they will be marching with during Commencement and notify Registrar's Office
- ✓ Faculty on Leave and Office Moves Forms are located on the Facilities webpage—to be completed by either the individual faculty or the Department Coordinator.
- ✓ Determine with Chair mail forwarding procedures for faculty going on leave in your department

5/6-8        Trustee Board Meeting

5/18        Faculty Meeting, 3:00 p.m., TBD

5/21        Spring Term Classes End (4:15 p.m.) Friday class schedule observed

Week of 5/23   Final Exam Period

5/29        Baccalaureate

5/30        Commencement

5/30        Recruiting Report due to VPAA/DoF

TBD        Last day to invoke CR/NCR option  
CAOS Meeting  
CAOS Council Meeting  
Chairs/Directors Meeting

**JUNE 2021**

- ✓ Budget check – prepare for the closing of FY21 fiscal year (ends June 30, 2021)
- ✓ Encourage Chair to discuss new software needs with new faculty and submit computer and software request to ITS
- ✓ Update student files and advisee lists (printed transcripts should be shredded or kept in a locked drawer)
- ✓ Clean out department files

- 6/1            Deadline for Faculty Professional Development Fund (FPDF) applications for current fiscal year - NO APPLICATIONS WILL BE ACCEPTED AFTER THIS DATE FOR CURRENT FISCAL YEAR.
- 6/30            Faculty leaving college employment must vacate offices
- TBD            Reunion  
Start date for VT Language Schools and Bread Loaf School of English

### **JULY 2021**

✓ Budget and Finance Offices close Fiscal Year 2021

- 7/1            Fiscal Year 2022 begins
- 7/12-13       Schools Board of Advisors Meetings

### **AUGUST 2021**

- 8/1            Leave proposals for 2022-23 DUE to DFDR



## **RESPONSIBILITIES**

### **ACADEMIC COORDINATORS**

#### **Supervisor of Academic Office Support (SAOS)**

Ordinarily, the position of Supervisor of Academic Office Support serves as supervisor of the Coordinators of Academic and Office Support (CAOS) and provides training, development, and support for the Academic Coordinators. The supervisor schedules a required monthly meeting for all coordinators to discuss new procedures, improved strategies for performing shared tasks, and other issues of common concern. When necessary, training sessions are scheduled to introduce new software and upgrades. The supervisor approves time sheets, organizes and participates, with the department chair or program director, in all academic coordinator performance evaluations. The supervisor also assists department chairs in the hiring of new academic coordinators when positions become available. A smaller group of elected coordinators, known as the CAOS Council and the Dean of Curriculum meet monthly to discuss issues that concern academic coordinators as a group. For the 20-21 academic year, the SAOS position will be vacant, and the Dean of Curriculum, together with CAOS Council, will assume the SAOS responsibilities.

#### **Coordinator Role and Responsibilities**

##### **Mission Statement**

Facilitates the educational mission of the department(s) and affiliated programs by providing administrative and technical support to the chair(s) and faculty members. While the duties of academic coordinators may vary somewhat from department to department, all coordinators provide a high level of support to faculty, staff, and students while ensuring compliance with college-wide administrative procedures. Coordinators are expected to manage multiple processes for the department and to serve as a key liaison between the academic program and all other offices on campus.

##### **Academic Coordinator Expectations**

- Consistently provides a high level of accurate, organized, efficient, and confidential administrative support
- Shows initiative and works independently to facilitate daily tasks, administrative deadlines, and various department projects/goals
- Has the flexibility to adapt to a changing work environment and advances in technology
- Provides continuity and stability during department/program transitions
- Maintains a consistent and dependable work schedule
- Contributes to a positive and professional work environment

##### **Department/Program Expectations**

- Maintain familiarity with coordinator responsibilities and their order of priority as presented below

- Actively help to manage coordinator workload so that highest priority responsibilities can be fulfilled within assigned hours
- Recognize the additive nature of departmental/programmatic commitments, such as events, colloquia, faculty recruiting, hosting of professors of the practice, and contributing to college-wide events such as the Clifford Symposium
- Consider each departmental/programmatic decision in the context of the department's/program's total commitments for the semester and/or year

### **Coordinator Responsibilities**

All coordinators provide support to faculty and students while ensuring compliance with college-wide administrative procedures. Below is a comprehensive list of tasks, some of which may not be performed by all academic coordinators.

#### **Highest Priority** (to meet administrative deadlines)

- *Faculty Recruiting*: read and know the recruiting section of this handbook, and work with your Chair (or Chair of the search committee) closely on all aspects of a recruitment; set up position(s) using current software program, arrange for approved ad copy to be posted in selected publications, train search committee members to use software, monitor applicant database and keep the statuses updated as the search moves forward, prepare recruiting schedule for on and off-campus interviews (travel, lodging, meals, seminars), prepare three candidate folders for every on-campus interview for the administration, (prepare the hired candidate folder for administration if no one was interviewed on-campus) and provide chair with the template of the recruiting report(s) with information that you have, including the final statistics (from Interfolio) and summary documentation (from Jobelephant) attached to each report due no later than May 30
- *Budgets*: review budgets monthly, assist chair in preparing department budgets for next fiscal year, process departmental purchase requests, monitor and update chair regularly on spending
- *Course Catalog*: proofread initial catalog copy, monitor online catalog, and submit edits to Academic Affairs
- *Registration*: complete course scheduling forms and submit to Academic Affairs, review data entered, process any changes/corrections, enter placement exam results, and waivers/approvals prior to registration
- *Commencement*: print senior transcripts for course verification by the chair, submit tentative and final honors candidates to the Registrar's Office, coordinate with Event Management the processing of payments and certificates for senior awards, schedule and organize senior department reception and any other department commencement activities
- *Record retention*: Follow guidelines for maintaining and disposing of all confidential material

#### **High Priority**

- Advise chair/faculty of academic guidelines and deadlines
- Maintain all department files (syllabi, thesis database, student forms, etc.)
- Organize all department lectures and events: prepares lecture contracts and tax forms, secure funding and prepare budgets, secure travel and lodging arrangements, reserve rooms, hire caterers, prepare for technology needs, hire crowd control managers, and publicize event
- Review class and exam schedules--communicate changes/errors to Scheduling Office

- Assist faculty with any academic scheduling needs
- Organize exam materials and envelopes for self-scheduled exams
- Assist with posting class cancellations
- Order office supplies
- Maintain operation of office/building equipment and request repairs as necessary
- Direct prospective students to meet with department chair or faculty member
- Assist current students through proper channels for completing all requirements
- Assist new faculty and Assistants in Instruction/Teaching Assistants with office set-up
- Assist and prepare for Visiting Winter Term Faculty assigned to department/program
- Maintain accurate information on department's main webpage
- Update office hours on the web
- Hire, delegate tasks and oversee student office assistants - including approving time sheets
- Participate in monthly coordinator meetings, computer training, and workshops
- Schedule monthly meetings with department chair

### **Medium Priority**

- Maintain student files for advising purposes
- Hire and organize schedule of student workers for course screenings
- Attend department meetings and take minutes, upon request from the chair
- Schedule vans/buses for class field trips
- Prepare information needed for department representative at Academic Forum
- Order desk copies, and help prepare course packs
- Sign department and college forms on behalf of the chair (with prior agreement-does not include signing Degree Audit and Transfer Credit forms)
- Assist in preparing and submitting payment/reimbursement requests through Oracle, and upon request, printing budget reports
- Review, process, and disseminate information from college departments and other sources
- Maintain knowledge of auxiliary departmental procedures (Event Management, College Store, Mailing Services, ITS, etc.)
- Sort and distribute mail

### **Low Priority**

- Label and send/bring senior honor theses to Special Collections-Davis Family Library
- Photocopy course materials or send to Printing Services (with agreed upon lead time)
- Assist with completing library reserves, textbook orders, and reserving films for courses
- Assist with grant proposal forms
- Distribute exams when necessary (illness, professional meeting)
- Assist with the printing of letters of recommendation
- Assist faculty with computer questions
- Forward first-class professional mail for faculty on leave

### **The following items are not the responsibility of academic coordinators:**

- Filling in for faculty at Academic Forum
- Preparing end of year reports for endowed funds
- Determining that seniors have met course requirements for graduation

- Advising students on course content and curricular issues
- Picking up self-scheduled exams
- Meeting with prospective students and parents
- Finalizing the Final Recruiting Report (assisting with the preparation by providing the Chair/Director with final statistics *is* the responsibility of Academic Coordinators)
- Arranging travel for FPDF or for faculty on leave
- Correspondence and preparation of book reviews, essays, manuscripts
- Creating or updating individual faculty member's webpage
- Providing content for department/program webpages and social media
- Personal errands, ordering business cards, phone calls, or faxes
- Duties related to a faculty member's position in an outside professional organization
- Forwarding of personal or non-business related mail while faculty is on leave

## **CHAIR/DIRECTOR RESPONSIBILITIES**

All chairs and directors should review the Chairs' Handbook in its entirety at the start of each year, as policies and practices do change from year to year.

### **Administrative Responsibilities**

- Ensure that the department is represented at start-of-semester events (e.g., Academic Forum).
- Sign major declaration forms, approve senior degree audits, and verify graduation requirements for graduating seniors.
- Assist new majors in choosing an advisor, if requested, and ensure that advising responsibilities are spread evenly across the faculty in the department.
- Present diplomas at commencement.
- Review coordinator's performance annually and meet regularly with coordinator throughout the year to provide ongoing feedback. In some departments/programs, the Chair/Director also conducts annual performance reviews for other staff (e.g. technical support staff). All staff performance reviews must be completed and documentation submitted to HR by March 31.
- Review grant proposals submitted by departmental colleagues and provide online approval of the Proposal Endorsement & Tracking (PET) form via the online InfoEd system.
- Complete all end of year reports (recruiting, endowed funds, etc.).
- Be familiar with and complete all necessary training/education about college policies, including anti-harassment/discrimination, sexual misconduct/domestic violence/dating violence/stalking, and Americans with Disabilities Act.

### **Budgetary Responsibilities**

- Serve as budget administrator for and provide oversight of departmental budget, including regular (monthly) tracking of expenditures and ensuring that funds are allocated appropriately.



- In addition to monthly monitoring of expenditures, conduct a mid-year assessment of actual expenses relative to budgeted amounts to ensure that any necessary adjustments to spending are made such that the department does not exceed its approved budget.
- Complete annual budget requests for additional funding or reallocation.
- Submit equipment requests to the Dean of Curriculum.
- Provide oversight of departmental enrichment funds.
- Provide oversight of endowed funds (e.g., for guest lectures).

### **Curricular Responsibilities**

- Review and approve new course proposals prior to submitting to Curriculum Committee.
- Develop teaching schedule and course offerings, ensuring that the department is meeting its obligations with respect to FYSE, CW courses, and teaching courses outside the prime-time slots.
- Review and approve individual teaching plans and ensure that faculty are teaching within the teaching guidelines.

### **Personnel Responsibilities**

- Complete the responsibilities outlined in the Handbook for colleagues under review, including consultations before the First Review, and post-review meetings with DFDR.
- Submit position requests for new faculty positions or for leave replacements to the EAC according to the appropriate timeline.
- Oversee recruiting of new faculty; if delegating responsibility to chair a search committee to another colleague, final responsibility for oversight still rests with chair, so ensure that the search committee chair is equipped with all necessary information and awareness of best practices.
- Ensure that complete records are kept of decision-making during a search, as needed for recruiting reports.
- Submit recruiting reports by May 30 for any year in which your department recruited a new faculty member. Note that while departmental coordinators can provide data for the report, responsibility to complete the report lies with the chair or director. (Even for a one-semester hire, a recruiting report needs to be submitted.)
- Ensure that new and untenured colleagues are effectively mentored within the department.
- Meet with the VPAA/DoF to discuss annual faculty salary forms.
- Be familiar with college policies on non-academic leaves, and assist colleagues requesting medical, parental, or other non-academic leaves.
- Respond to any other personnel issues that may arise within your department.

## COLLEGE POLICIES

### MIDDLEBURY'S NON-DISCRIMINATION POLICY

#### Policies

*Middlebury's Non-discrimination Policy, and Investigation/Adjudication Procedures for Title IX Sexual Harassment and Other Forms of Prohibited Discrimination and Harassment (formerly Anti-harassment/Discrimination Policy and Policy Against Sexual Misconduct, Domestic and Dating Violence and Misconduct, and Stalking)*

Department chairs and program directors are frequently the first to hear reports involving potential harassment, discrimination, sexual misconduct, domestic and dating violence and misconduct, stalking or related retaliation involving students or other faculty or staff. Chairs and directors should thus be familiar with the institution's *Non-Discrimination Policy*, the *Title IX Sexual Harassment Investigation and Resolution Procedure*, and the *Policy on Consensual Relationships between Faculty or Staff Members and Students*. It is particularly crucial that Chairs and Directors be familiar with these policies which can be found in the Middlebury Handbook under [Middlebury wide policies](#).

#### Mandatory Reporting

See also: <http://www.middlebury.edu/student-life/health-wellness-education-and-safety/campus-policies/human-relation-officer/reporting-to-middlebury>

#### [Mandatory Reporting Handout](#)

Please also see the Handout provided to all faculty titled "Mandatory Reporting: What Faculty and Staff Need to Know When Students Disclose." This document provides helpful information about how best to respond to reports of discrimination and harassment, including Title IX Sexual Harassment.

**In case of an emergency please call Public Safety at 802.443.5911 or dial 911.**

**Note: Even if the person wants to seek a confidential resource, faculty and staff must still report the matter to the Civil Rights & Title IX Coordinator or an HRO.**

Any staff or faculty member who learns of an incident of sexual misconduct (including sexual assault), domestic or dating violence or misconduct, stalking, harassment, discrimination or related retaliation involving a student or covered third party (as defined by Middlebury's policies) must report this information to Middlebury's Civil Rights & Title IX Coordinator or an HRO (see below for contact information), unless their status as a confidential resource precludes this disclosure. Confidential resources include the medical and counseling staff of the Center for Health and Wellness, the staff of the Chaplain's Office, MiddSafe Advocates, Health & Wellness educators,

or other medical, counseling, support or religious personnel and volunteers who are required by law to maintain confidentiality.

Middlebury requires its faculty and staff to report these incidents so that we can provide the necessary resources and information to the affected party (including information about filing a complaint with Middlebury and/or the police). We handle all cases with sensitivity and discretion. There are times in which a student may not wish for Middlebury to investigate reported incidents. In Title IX Sexual Harassment cases, if an individual does not wish to pursue a formal complaint under [Title IX Investigation & Resolutions Procedure](#), Middlebury will make every effort to respect this request and will evaluate the request against its responsibility to provide a safe, non-discriminatory environment for all students, faculty and staff, including the individual who reported the sexual assault. Although rare, there are times when Middlebury may not be able to honor the individual's request. Further, if Middlebury honors the request, Middlebury's ability to appropriately investigate the incident and pursue disciplinary action against the respondent, if warranted, may be limited.

## **Resources and Support**

If someone has experienced sexual misconduct, dating or domestic violence or misconduct, or stalking, please encourage them to seek immediate medical attention, even if they aren't sure if they have any physical injuries. Please see the link below to *Sexual Violence Resources and Information* for information on medical care options, including examination by a Sexual Assault Nurse Examiner (SANE), and services offered by *Center for Health and Wellness* and *Porter Hospital*.

We encourage individuals to seek the services of a SANE immediately following an experience of sexual trauma, as certain kinds of evidence collection, including toxicology testing, is time sensitive. In most cases, DNA evidence needs to be collected within 72 hours in order to be analyzed by a crime lab—but a sexual assault forensic exam can reveal other forms of evidence beyond this time frame that can be useful if the person decides to report. A SANE exam is conducted by a professional with special training in working with individuals who may have experienced sexual trauma of all kinds. They can care for injuries, test and provide prophylaxis for sexually transmitted infections and/or pregnancy, and collect forensic evidence (if requested). *The person seeking services does not have to be certain that they have experienced sexual trauma to request a SANE exam or any other kind of medical or emotional care. The SANE can offer options for reporting, and individuals have the right to have someone with them during this exam including an advocate. SANE exams are free of charge.*

For individuals who wish to see a SANE, we offer the following guidance: Resist the urge to cleanse yourself before you seek treatment. It may be difficult to keep from washing yourself, but if you do, you may destroy evidence that could be useful should you decide to report the experience. Do not wash, change clothes, eat, drink, smoke, brush your teeth, go to the bathroom, or brush your hair. Bring a change of clothing with you to the exam, since your clothes may be collected as evidence.

If the individual is not sure whether to report the incident or needs other forms of support encourage them to consider talking with a counselor or advocate on or off-campus. They may not feel ready to talk about what happened, but counselors can provide a confidential and safe space

to explore any feelings or challenges that have arisen after the incident. See the contact information below for *MiddSafe (Middlebury Safe and Confidential Advocates)*, *Center for Health and Wellness*, *Employee and Family Assistance Program*, *Chaplain's Office*, *WomenSafe*, and *Counseling Service of Addison County*.

The individual also has the right to report the incident to the police and/or seek a protective order from a court (or to choose not to do so). Middlebury's Civil Rights & Title IX Coordinator will provide assistance if the person decides to pursue either option.

### **Accommodations and Services**

Faculty may receive requests from the Civil Rights and Title IX office for academic accommodations for students who have experienced sexual harassment, including sexual violence, as well as other forms of prohibited discrimination or harassment. The law requires institutions to provide supportive measures for reporting parties, and anyone involved in a Title IX Sexual Harassment investigation. Our policy specifically addresses this topic in more detail, but faculty should be aware that such supportive measures could include: Deadline extensions, incompletes, course changes, late drops, no contact orders, or other arrangements as appropriate. See the [Title IX Investigation & Resolutions Procedure](#), Section II.C ("Supportive Measures")

### **Training**

All faculty and staff are required to complete periodic online and/or live training on the topics of sexual assault, domestic violence, dating violence, stalking, discrimination, harassment, and related retaliation.

### **Contacts for the College**

- *Civil Rights & Title IX Coordinator*  
[Marti McCaleb](mailto:mmcaleb@middlebury.edu), 802.443.2147; [mmcaleb@middlebury.edu](mailto:mmcaleb@middlebury.edu)
- *Senior Human Relations Officer and Title IX Designee:*  
Eric López, J.D., 802.443.3324; [el@middlebury.edu](mailto:el@middlebury.edu)
- *Human Relations Officer and Title IX Designee*  
Thaddeus Watulak, J.D., 802.443.5741; [twatulak@middlebury.edu](mailto:twatulak@middlebury.edu)
- *Department of Public Safety*: 802.443.5911
- *Middlebury Police*: (802) 388-3191 or 911
- *Human Resources*: 802.443.5465; <http://www.middlebury.edu/offices/business/hr>
- *Vice President for Academic Affairs/Dean of the Faculty:*  
Sujata Moorti, 802.443.5735; [ovpaa@middlebury.edu](mailto:ovpaa@middlebury.edu)

- *Provost:*  
*Jeff Cason, 802.443.5518; [provost@middlebury.edu](mailto:provost@middlebury.edu)*
- *\* Center for Health and Wellness:*  
*\*Health Services: 802.443.5135;*  
*\*Counseling Services: 802.443.5141*
- *\*MiddSafe (students only): 802.377.0239*
- *\*Employee and Family Assistance Program (employees only): 800.828.6025*
- *\*College Chaplain: 802.443.5626*
- *\*WomenSafe 24-Hour Hotline: 1.800.388.4205*
- *\*Porter Hospital, Middlebury, VT: 802.388.4701*
- *\*Counseling Service of Addison County (CSAC): 802.388.7641*

### **Sexual Violence Resources and Information**

[go/sexualviolenceinfo](http://go/sexualviolenceinfo) (or <http://go.middlebury.edu/sexualviolenceinfo>)

*\*Denotes a confidential resource*

## **FACULTY HOUSING PROGRAMS**

If your department is recruiting this year, you may be asked by candidates about the College's housing programs, which are summarized on the web in the Faculty Handbook section of the Middlebury Handbook, [C.23 Housing Programs](#). A brief overview of the college's housing programs follows.

### **College Rental Program**

The college has a rental program for new and untenured faculty members. Full details of the program can be obtained from the Business Services Office (x5504), or the Middlebury Handbook. All full-time untenured faculty are eligible for College-owned housing, but newly hired faculty will be given priority. Housing is not a guaranteed benefit offered by the College, but a convenience the College is pleased to supply when possible. If you are discussing faculty housing with job candidates, it is important to stress that housing is determined by lottery, and in most years demand for college housing exceeds supply. The College does maintain a listing of non-college housing available for rent, and new colleagues should be directed to that listing (available at the link above).

College housing is allocated by lottery each spring. By April 15 of each year, the VPAA/DoF Office will forward to the Business Services Operations Manager the names of new faculty members joining the faculty the following academic year, and a current mailing address and email address for each.

On or around May 1, the Operations Manager, will email each new faculty member information on the lottery process for assigning faculty housing and the address for the College website that lists all available housing with floor plans, pictures, and details on each unit. New faculty members will be requested to send a ranked list of their preferences via email to the Operations Manager by the deadline set by the Operations Manager. Requests are filled by a random lottery, held no later than mid-May each year.

## **Mortgage Program**

Middlebury College has a mortgage program, in partnership with the National Bank of Middlebury, to assist faculty in the purchase of their first home in the Middlebury area. The second mortgage must be closed simultaneously with the first mortgage at the time of the initial home purchase. The program is open to tenured or tenure-track faculty who have passed their first review, and to athletic faculty with 5 years of service. A full description of the program is available in the Faculty Handbook at [http://www.middlebury.edu/about/handbook/ug-college-policies/faculty/faculty\\_housing](http://www.middlebury.edu/about/handbook/ug-college-policies/faculty/faculty_housing). You can refer interested faculty members to the Business Office (x5504) or the National Bank of Middlebury (802.388.4982).

## **INSTITUTIONAL REVIEW BOARD**

The purpose of the Institutional Review Board (IRB) is to protect human subjects who participate in original research conducted either at Middlebury or by an employee or student of Middlebury. (Regarding the jurisdiction of the IRB, references to the campus, students, faculty, or staff of “Middlebury” includes MIIS, Bread Loaf, the Schools Abroad and the Language Schools.) It is intended to ensure researchers follow the federal guidelines with regard to the treatment of human subjects.

Human subjects research involves the systematic collection of personal or private data from or about living human beings. Research on human subjects can be done in virtually any discipline. Sociological, anthropological, and psychological studies often involve human subjects; research in areas such as biology, economics, geography, history, and political science also can involve human subjects.

Anyone who engages in scholarly research using human subjects as an object of study, either on- or off-campus must first obtain approval from Middlebury’s IRB. Persons who must apply for approval include:

- Middlebury faculty and staff
- Middlebury students who conduct independent research on or off campus
- Researchers not affiliated with Middlebury, conducting primary research with subjects on campus
- Anyone analyzing unpublished data collected at the College

In addition, anyone affiliated with Middlebury who is preparing a grant proposal involving human subjects must notify the IRB through the grant endorsement process and must apply for IRB approval before grant funds are received. See Middlebury’s IRB policy for more information on who must submit an application at [go/irb](#).

The IRB is a standing committee that has members from both the Middlebury and Monterey campuses. It meets once per month while classes are in session to review proposals that require full

committee approval. The Committee reviews minimal risk research year-round and generally issues decisions within two weeks from the time of receipt.

For research involving vulnerable populations or sensitive topics, applicants should submit, at least a week in advance of the board meetings, an application with appropriate materials documenting original human subjects research. The full board application is an online form that is submitted through the IRB website. Minimal risk research can be submitted for review at any time using the short form available on the IRB website. Both applications are available at [go/irmbapp](https://go.irmbapp). This site also includes information about the materials that must accompany applications.

Meeting dates and submission deadlines are listed at [go/irmbdeadlines](https://go.irmbdeadlines). IRB Helpdesk Hours are posted on the website at [go/irmb](https://go.irmb); appointments can also be scheduled via email ([irmb@middlebury.edu](mailto:irmb@middlebury.edu)).

## INTERNATIONAL TRAVEL

– **Please note, for your reference we have included the policy from AY 2019-20. No institutionally supported travel outside Addison County will occur during fall 2020.** If public health conditions on campus and beyond warrant it after the initial phases, it may be possible to allow exceptions to this restriction on a case-by-case basis; e.g., grant-supported travel for faculty. A decision about spring 2021 institutional travel will be made in the mid- or late-fall term, but any permissible travel will be extremely restricted and will require approval by a vice president.

Chairs should be familiar with policies on international travel, summarized in the following checklist for faculty/staff engaging in research abroad, and should refer colleagues traveling international to the information below.

**Faculty/Staff taking Student Research Assistants Abroad**  
**Before students research assistants are paid, reimbursed, or have expenses covered**  
(airfare/food/lodging), please be sure you have completed the following.

- Check to see if your student research assistant needs approval from the college in order to participate on the research project with you.
- If research is to be done abroad in a country where there is a U.S. State Department travel warning, students must go through a review process overseen by the Global Operations Committee. Students will be asked to complete the [Approval Form for International Travel](#) in which they describe the risks and their emergency action/contingency plans. A decision will be communicated to the student within two weeks of receiving the request for review. If approval is granted, the faculty member will be expected to continue to monitor the situation that prompted the second level of review from the time of approval through the students' return.
- Ensure that the student has registered his/her travel in the college's [Travel Registration](#) system (for every trip abroad). Although registration is not currently required of faculty members, we strongly encourage you to register your own travel in that system.
- Ensure that students have secured adequate international insurance (medical, evacuation, and repatriation). Middlebury students can purchase a plan for the duration of their time abroad through [HTH Worldwide](#) for approximately \$50.00/month. Students who wish to enroll can enter code EWG-9608 on the home page under "Have a Group Access Code?"



- Provide your student research assistant with the pre-departure checklist for students available [here](#). (There is also a faculty checklist for your use on the same page.)
- Students who aren't going to be paid (even if you are covering their expenses) must fill out the [Volunteer Form](#).
- If you hire a Middlebury student who is not a U.S. citizen, please have the student consult with the [Controller's Office](#) and the [International Student & Scholar Services](#) office to ensure that s/he fully understands the tax obligations and immigration issues. If the student is a citizen of the country in which the research is being performed, there could be substantial tax obligations.
- For additional information, see the Global Operations committee website: [http://www.middlebury.edu/international/global\\_operations/students](http://www.middlebury.edu/international/global_operations/students).

## **Other tips for faculty/staff research abroad**

### **Visa – before you go**

- Ensure passport is valid for at least 6 months beyond your intended stay.
- Obtain appropriate documentation to travel, study, work and/or reside in that country.
- See [http://www.middlebury.edu/international/global\\_operations/travel](http://www.middlebury.edu/international/global_operations/travel) for visa agencies and be sure you apply for the appropriate visa if you will be on “college business” while abroad (including grant-funded projects). The US State Department has “Country Information” for all countries.
- You may need official permissions for your research or for aspects of it (e.g., human subjects, archaeological research). You place yourself and Middlebury at risk if you do not obtain appropriate permissions.
- Keep copies of your passport and visa and work permit at home and with you when you are travelling.
- Register with Middlebury's Travel Registry: <http://www.middlebury.edu/international/travel>.
- Register with the [U.S. State Department](#) or with the embassy of the country of your citizenship.

### **Health and Safety**

- Review required (and recommended) immunizations on the [Centers for Disease Control](#) website.
- Be prepared to handle any health expenses. Middlebury College health plan covers costs outside the U.S. but you will probably need to pay and then request reimbursement.
- Bring your insurance card and proof of insurance letter with you. Bring local emergency numbers and the Global Rescue card or contact information.
- Check whether required medication is available in your destination country or stock-up on supplies before leaving; verify that your medications can be taken into the countries you are visiting.
- Check whether your insurance covers medical evacuation and repatriation of remains. All benefits-eligible faculty and staff are enrolled in [UNUM's Worldwide Emergency Travel Assistance](#) program.
- Review U.S. Department of State's country specific briefings.
- Create an emergency protocol.

### **Travel**

- For car rental: check age restrictions and driver's license requirements. Middlebury College is a member of the E&I Purchasing Group. Enterprise Rent-A-Car and National Car Rental are the

preferred rental car suppliers for E&I Purchasing Group members. Middlebury's membership in the E&I Purchasing group allows us to consolidate spending, simplify program management, and reduce our annual car rental expenditures. Rentals with the E&I contract with Enterprise and National means that all insurance is included in the rental rate. More details are available on the Controller's webpage under Corporate Car Rental Rates. Click on Purchasing and Payment and then log on to the Purchasing page.

- Bring a calling card for emergencies and make sure it works for the countries you'll be in or make arrangements to be able to use a cell phone internationally.
- If federally-funded, all international travel must be on US carriers. Contact the [Office of Grants and Sponsored Programs](#) for more information.

### **Finances**

- If you are using College funds (including external grants paid through the college), verify the requirements for travel advances and reimbursements with the appropriate budget administrators.
- Use a College p-card (if you have one) for in-country expenses as much as possible (ideally one that's coded to your grant).
- Determine whether you will need cash in local currency when you arrive.
- Determine how you can get cash in host country: ATM? Credit Card? Traveler's Checks? Wire transfers? Checks? Bank drafts? Bring an emergency reserve in cash or traveler's checks in USD.
- Bring debit/credit cards and the information on card (number of card, phone number to call in case cards are stolen). Notify debit/credit card companies of your travel plans. Make sure your credit card (Visa, Mastercard, etc.) is accepted in the countries of travel.

### **Visa and Reporting – after you arrive**

- Do you have to register (or get a visa) in your host country/town?
- Are there any requirements to check-in during various intervals?
- Do you have to unregister when leaving?
- Are there any reporting requirements such as tax reporting?

### **Communication**

- Will there be readily available internet access? Will your computer work – is there readily available electricity? Is the voltage the same or do you need adapters? What kind of adapter?
- Does your US cell phone work or do you need a new cell phone or special "card" – where to buy it? What are the costs?
- If you are taking your computer, consult the [Export Control](#) website for advice.

### **Additional Resources**

- [U.S. State Department](#) – international travel advice and information
- [Centers for Disease Control](#) – Travelers Health Information (including what immunizations are required or suggested)
- "Tips for Faculty going on leave" – This is a section of the Academic Affairs website page on the [Research Leave Program](#). Scroll down!
- [Checklist for Students Going Abroad](#) – Includes additional information more appropriate for those who don't travel abroad frequently

- [Study Abroad: Pre-Departure Handbook](#) – although designed for students going abroad on non-Middlebury programs, it could be a helpful resource particularly if you haven't travelled abroad recently

## RESOURCES:

- [Midd/MIIS Policies and Procedures for International Activity](#)
- [Midd/MIIS Emergency Management Plan](#)

## INVITING FOREIGN NATIONALS

– Please note, this section is included for reference, but the College is not allowing any visitors for the Fall 2020 semester.

The College has a long-standing commitment to international education. We frequently host international visitors who provide unique perspectives on many different topics and issues. The following guidelines are provided to advise you of the process required to successfully invite a foreign national to teach, lecture, or provide other services at Middlebury College and to pay and/or reimburse them for their expenses. The U.S. Government has important regulations and processes for bringing international visitors to campus, so we ask for your attention to these guidelines. Many of the items listed here require advance planning, so please be prepared to start planning for an international visitor earlier than you might otherwise need to!

1. If you are thinking of inviting a foreign national to visit, please contact the Controller's Office by telephone at x5547 to discuss the potential tax/payment issues for a foreign national as well as to determine if the person and their purpose needs to be classified as employment. The Tax Office will contact the visitor to request that s/he submit past visa history and passport information online via a secure website, and will then determine the visitor's tax status. Be prepared to provide the tax office with the visitor's full legal name and a valid email (one which they monitor on a regular basis).

Be sure to begin this process as soon as you consider inviting an international visitor. In some countries it can take more than a month to secure an appointment at the U.S. Embassy to obtain a visa. Visitors who choose to visit on a visa waiver program can expect to have the maximum in withholding. (In Vermont this is 38.1 percent of their payment.) Assume all visitors will be taxed until the Controller's Office informs you otherwise.

Information for payments to U.S. citizens, lawful permanent residents, and foreign nationals can be found at [go.middlebury.edu/ic](http://go.middlebury.edu/ic).

2. If your visitor is currently in the U.S. but not at Middlebury and has been invited to provide services at Middlebury, please check with the individual to find out his or her current visa status. Your visitor may be required to obtain written permission from his or her sponsor to speak at Middlebury.

It is recommended to contact ISSS at [iss@middlebury.edu](mailto:iss@middlebury.edu) or x5858 with the information in #4 below so ISSS can reach out to the individual to determine what kind, if any, authorization is needed in order for Middlebury College to legally pay or reimburse expenses.

3. If your visitor is not in the U.S., please try to determine if the visit to Middlebury is part of a longer visit including several other institutions. This may help in determining the appropriate visa for which to apply.
4. In the event that it is determined that the visitor will need assistance from the College to obtain a visa, ISSS (International Student and Scholar Services) will determine the appropriate visa category and any information that is needed. ISSS may be reached by email at: [iss@middlebury.edu](mailto:iss@middlebury.edu) or by phone at x 5858. It may then be helpful if you have some information about the person in advance. This might include:
  - Full name,
  - Country of citizenship,
  - Country of legal residence (if different),
  - Type of services the person will be performing (e.g., lecturing, teaching, consulting, engaging in research),
  - Inclusive dates of his or her visit,
  - How the person will support him/herself financially while at Middlebury (including the amount your department or program will be paying the person),
  - Any other outside sources of support and the amounts.

If ISSS determines that the College will bring the visitor to the U.S. on an Exchange Visitor visa through our J-visa Program, we will ask you and the visitor to provide ISSS staff with required information. ISSS will prepare and issue a DS-2019 Form so he or she may apply for a J-1 visa. ISSS will also communicate with the visitor about his or her obligations in terms of meeting with ISSS staff once the person is on campus and providing copies of travel documents to show that the visitor entered the U.S. appropriately.

Please note if the visitor must obtain a visa stamp from US Embassy or Consulate prior to coming to Middlebury, it is recommended to allow for plenty of time for this process to occur. We always recommend 2 to 3 months in advance of the visit.

5. Once the visitor has submitted his/her visa and passport information online to the Controller's Office, the Controller's Office will determine which tax documents the visitor will have to sign and what copies of documents will need to be submitted to the Controller's Office. Most documents should be processed prior to the visit. In most cases, the visitor will sign a Foreign National Information Form, which contains all the information s/he submitted online, and a Form W-8BEN (which is the equivalent of Form W-9 for US Citizens). In addition, usually a copy of the picture page of the passport, potentially the visa page of the passport, and the custom office's stamp in the passport when the foreign national arrives in the U.S. are needed. Please submit a copy of all documents with the voucher even if they have been submitted to the Controller's Office.

Additional details:

## OFFICE ASSIGNMENTS

**COVID CAVEATS:** All of the following applies to our typical yearly process for assigning offices. Any number of changes could arise due to the covid-19 pandemic, including shifts in

**the timing of office assignments, the conversion of office spaces for other uses, and other unforeseeable circumstances. To the extent possible, we will attempt to honor the principles and processes outlined below.**

What follows is a description of the office assignment process in a typical year with no major construction or renovation projects. In years with major renovation or construction projects, adjustments to the process and to office assignment priorities may be made at the discretion of the Dean of Curriculum.

The Dean of Curriculum will request proposed office assignments for the upcoming year from Chairs in early January. Each Department Chair will submit a list of requested office assignments for their department to Kathleen Parent by Friday, February 12, 2021. That list should include the following:

- who will not be on campus next year (retirements, terminations, and on-leave away);
- who might be on campus but could move to a leave space (on-leave/on-campus, visitors, emeriti);
- new hires, continuing faculty, and faculty returning from leave;
- lab and studio assignments (where applicable);
- part-time faculty teaching less than 50%;
- support staff, in addition to Department Coordinators, who are assigned to academic departments, but whose appointments are not fundamentally teaching appointments.

The Dean of Curriculum will draft a list of office assignments (in consultation with the Dean of the Faculty where necessary) based on the requests that were submitted, using the following order of priorities:

- Full-time faculty according to rank and seniority,
- Part-time faculty (including those on Associate Status),
- Middlebury faculty members on leave at Middlebury,
- Non-teaching staff and visitors.

Factors taken into account in making office assignments include proximity to departmental colleagues or colleagues in programs, need for specialized equipment, possible use of the office in the following year, safety considerations, departmental and/or individual requests, and special circumstances. It is often impossible for a colleague on leave to remain in his/her regular office, but we will attempt to find alternative spaces for those who will be spending their leave in Middlebury.

We attempt to assign offices to one individual whenever possible. However, when office space is at a premium, part-time faculty may be asked to share offices. After resolution of first-round conflicts, the draft list of the respective office assignments will be sent to Department Chairs for review in early-April. Department Chairs will review their department's draft assignments and either acknowledge their approval of the draft assignments or send their additional requests to the Dean of Curriculum by mid-April. After any additional conflicts are resolved, the Dean of Curriculum will circulate the final office assignment list (by late-April).

For planning purposes, Chairs should advise faculty colleagues of the following.

- New faculty colleagues should not expect to be able to move into their offices before mid-August.
- Faculty members returning from leave will normally not be able to move in their offices before mid-August.
- Faculty members leaving the employ of the College at the end of the academic year will normally be expected to vacate their offices no later than June 30.

- Faculty members going on emeritus status may request space in the library as outlined in the Emeriti Office Policy below.
- Faculty members spending their leaves away from Middlebury must vacate their offices no later than June 30.
- Office moves are typically scheduled during the month of July.

Requests for use of offices prior to, or after these dates, as applicable, should be submitted to the Manager of Office Moves (Thad Stowe, x5457). These guidelines are necessary to allow time to provide all services (for example, painting, shelving, carpet and room cleaning) that have been requested. The Office Move Policy is available at [go.middlebury.edu/ompolicy](http://go.middlebury.edu/ompolicy).

### **Faculty Requests for Library Carrels**

Library carrels for faculty members will be assigned on a yearly basis with priority for those *who do not already have office space on campus*, such as those on leave who are remaining in Middlebury and faculty emeriti. Faculty members who have a specific research project or agenda that requires frequent use of library materials will be given priority for carrel assignments. Faculty members who were assigned carrels for 2019-2020 should not assume that their carrels will be renewed for 2020-2021. Requests for library carrels, including a short paragraph of justification, need to accompany the Office Request forms (submitted to Kathleen Parent) when returned on February 7; otherwise carrels will be re-assigned in response to new requests received.

### **Emeriti Office Policy**

Emeriti whose current research would benefit from having access to a carrel in the Davis Library may apply to the Dean of Curriculum for such study space, if available. In the assignment of these carrels, priority will be given to active members of the faculty on academic leave. Emeriti, like active faculty members, will be asked to describe the specific research project they are pursuing. The assignment of library carrels will take place on a yearly basis and will be reviewed annually thereafter as requests from new Emeriti arise.

The College will, if possible, offer emeriti shared office space in the library. Emeriti newly assigned to a shared library office will be approved for a 3-year term. At the end of the 3-year term, Emeriti vacating library offices will have the opportunity to request a library carrel.

## **POLICY ON GRADE DISPUTES**

Department chairs and program directors are the second line of recourse for students seeking resolution of a grade dispute. The full policy is available in the Middlebury Handbook, II. Policies for the Undergraduate College, [B.1.k. Grades and Transcripts](#). In short, students wishing to dispute a grade may do so as follows.

1. The student must first speak to the instructor of the course. If the instructor agrees with the student, he or she must submit a change of grade form to the Administration Committee.
2. If the instructor does not agree with the student, and the student still wishes to dispute the grade, he or she must next consult with the department chair. If you agree with the student that the grade should be changed, you may submit a change of grade form to the Administration Committee.

3. If you do not agree with the student, and the student still wishes to pursue the matter, the student may then appeal in writing to the VPAA/DoF. The VPAA/DoF will consult with you and with the instructor, and make a final decision.

## **SPOUSE/PARTNER EMPLOYMENT GUIDELINES**

### **Introduction**

Like many liberal arts colleges in rural areas, Middlebury College understands that a candidate for a faculty position and the spouse/partner of that candidate often seek employment simultaneously. In order that Middlebury College continue to be a desirable place to work and live, the College seeks to respond to these needs to the extent it is able by providing informational assistance to spouses and partners who seek employment. Spousal/partner employment is a vital consideration in realizing our goal of attracting and retaining the very best faculty and staff.

### **Guidelines**

Middlebury College will try to facilitate spouse/partner employment in the following ways. The VPAA/DoF's Office and the Human Resources Office will extend assistance to the spouses/partners of present or incoming faculty and staff in their efforts secure employment in the community. A person who is a spouse/partner of a Middlebury College employee, or candidate for employment, will be considered an internal candidate for posted vacancies for staff positions. Please contact the Human Resources department for more information.

Middlebury College is an active member of the Academic Career Network and the New England Higher Education Recruitment Consortium, regional ventures that seek to address dual-career problems in academic institutions. The Academic Career Network ([www.fivecolleges.edu/acn](http://www.fivecolleges.edu/acn)) offers a number of faculty-oriented career support services, including a web-based database of faculty partner profiles, a website that maintains links to academic and administrative positions at member institutions that is available exclusively to faculty partners, personalized notification of relevant career opportunities for registered partners; and career management and networking opportunities. Member institutions include Williams, Amherst, Mt. Holyoke, Smith, Hampshire, UMass Amherst, Trinity, Connecticut, Vassar, Union, Skidmore, and Wesleyan.

Middlebury College also actively cooperates with the University of Vermont, St. Michael's College, and Champlain College to facilitate the sharing of information about faculty positions, including both permanent and adjunct opportunities. Candidates with questions about spouse/partner employment can be referred to the VPAA/DoF.

The New England Higher Education Recruitment Consortium supports a higher education career website to assist job seekers at member institutions. The University of Vermont, Dartmouth, and Champlain College are among the 50 regional member institutions. The New England HERC website can be accessed directly at: [www.newenglandherc.org](http://www.newenglandherc.org).

Middlebury College, however, cannot guarantee employment for any individual. Spousal/partner employment will be based upon the same principles pertaining to employment elsewhere at the College.

Middlebury will strive to attract and retain the best faculty and staff.

While doing so, Middlebury will also strive to increase the number of women and persons of color on its administration, faculty, and staff.

### **Procedures**



*When a department chair schedules a campus interview for a candidate for a position on the Middlebury faculty, he or she should inform the candidate that it is College policy to offer informational assistance through the Human Resources Office to a spouse or partner who is seeking employment. The VPAA/DoF will provide the candidate with information about the Academic Career Network, the New England HERC, and other academic career possibilities in the area.*

A list of open positions at Middlebury College is maintained on the Human Resources Office website at [go/jobs](#).

This website is also linked to a listing of open academic positions, which will be updated regularly by the academic administration. The candidate should be given the name, address, and phone number of a staff member in Human Resources, as well as the home page website, so that s/he can undertake a search. (Liaison in the Human Resources Office: Cathy Vincent, Assistant Vice President for Human Resources in Academic Administration).

Extensive information on employers in the region is available at the state labor department: <http://www.labor.vermont.gov/>

Local job opportunities are posted by the Addison County Economic Development Corporation:  
<http://addisoncountyedc.org/jobs>

In dealing with issues of spousal/partner employment, the academic administration and other college offices can neither guarantee employment nor violate equal employment opportunity for all applicants. The purpose of this policy and these procedures is to make certain that, for spouses and partners of current or prospective employees, information about job opportunities is made as readily and fully available as possible.

## **THREAT ASSESSMENT AND RESPONSE POLICY**

Middlebury's Threat Assessment and Management Team ("TAM Team") is empowered to assess risk and formulate an appropriate response in situations where an individual's behavior and/or statements generate concern that he or she may present a threat to health or safety of others. The TAM Team seeks to mitigate potential risks before they result in harm.

Anyone who believes that an individual has committed or may commit an act of violence, is engaging in behavior or making statements that generate concern about the potential for violence, or otherwise may pose a threat to the health or safety of any member of the College community should call the Department of Public Safety promptly at 802.443.5911, or, **for an immediate emergency, dial 911**. Individuals may also make a report to a Student Life Dean or any member of the TAM Team. TAM Team members and contact information are listed on the Team's website: <http://www.middlebury.edu/offices/health/publicsafety/threat/team>.



## BUDGET OVERSIGHT

### ALLOWABLE EXPENDITURE POLICY FOR DEPARTMENTAL AND PROGRAM BUDGETS

*There currently is a prohibition on college-funded travel, as well as restrictions on expenses related to food and in some cases equipment. As such, certain allowable expenditures listed below are not permitted for this fiscal year (FY21) or until further notice. If you have any questions, please contact the appropriate Dean, Vice President, or Provost.*

In order to avoid a system that would require administrative approvals for minor expenditures, it is important for budget administrators to understand the College's policies regarding allowable expenditures – expenditures permitted with advance approval, as well as expenditures that are not permitted. Because the revenue the College receives from students (in the form of tuition) and from donors (in the form of gifts) is intended to support the College's mission of educating students, we cannot spend College funds on items that are not directly related to that mission. Items that a corporation may routinely pay for out of its profits are often inappropriate for a nonprofit entity.

Listed below are examples of expenditures that are permitted only with the advance approval of Senior Leadership and expenditures that are not permitted at all.

Expenditures permitted only with advance approval from the appropriate Dean, Vice President, or Provost. Department chairs and program directors should contact the VPAA/DoF for such approval.

- Meals among co-workers (no advance approval is necessary when traveling together on Middlebury business)
- Departmental gatherings and retreats (except when using up to \$150 of program enrichment funds)
- Airfare upgrades, not to include business and first class airfare
- Expedited fees associated with visas or passports
- Laundry or dry-cleaning for business trips with stays in hotels for 7 days or more
- Faculty and/or staff meals at the Grille, except when entertaining visitors
- Meal expenses incurred for an accompanying spouse or partner when the presence of the spouse/partner is essential to the event (otherwise not allowed)
- Flowers for public department/program events (except when using up to \$50 of departmental funds per fiscal year, *if those funds are available without going over budget*)
- Retirement celebrations: chairs/directors may request permission to use up to \$300 of departmental funds per fiscal year, *if those funds are available without going over budget. Please refer to the [Retirement Guidelines](#) on the Middlebury website.*

Expenditures Not Permitted (this list is not exhaustive; see [full policy](#))

- Holiday and personal event parties and decorations
- Political and charitable contributions
- Memberships in non-job related professional societies
- Health, country club, or individual/personal warehouse club memberships
- Artwork for offices
- Kitchen supplies (coffeemakers, etc.)
- Briefcases
- Off-campus meals between College employees, except when entertaining visitors
- Alcohol (see policy under budgets)

- Meals for department meetings
- Consumable kitchen supplies (e.g. coffee, k-cups)
- Contributions (political and charitable)
- Expensive desk accessories
- Flowers (except when sent by President's Office, Provost's Office, VPAA's office, Advancement, or HR)
- Holiday decorations, parties, and celebrations (retirement parties, see above)
- PDAs, cell phones, and pagers. (Faculty can request permission to purchase tablets, such as iPads, using certain funding sources, if the intended use is consistent with the educational mission of the institution.)
- Cell phone or tablet data plans
- Plants for office or special events
- Travel related items:
  - Air travel clubs
  - First class/business class airfare
  - Hotel amenities (movies, personal phone calls, laundry expenses, newspapers, etc.)
  - Optional conference events (golf outings, tours, etc.)
  - Non-business entertainment and travel
  - Payment of fines or parking tickets
  - Purchase of clothing and other personal items
  - Spouse and family-related costs

As this list makes clear, college funds can never be used to cover personal expenses.

## **GUIDELINES FOR USING DEPARTMENT FUNDS**

### **Departmental Funding of Desk Copies and Course Packs**

Chairs should make sure that new faculty understand the College policy outlined here on the Textbook FAQ site <https://sites.middlebury.edu/bookadoptionfaq/>. Faculty who have prepared a course pack for sale by the College Store to students may charge one copy for themselves to the department budget. Chairs should remind colleagues that course packs are often surprisingly expensive, as the cost of permissions is rising rapidly. As an alternative to Course Packs, faculty should be encouraged to place material on reserve whenever possible, either in hardcopy or using the library's electronic reserve system. Another popular alternative to course packs is using Canvas for your materials. Students love the ease, and the College has an entire team dedicated to supporting you and your experience with Canvas. Expensive course packs are unpopular with students and may be an unnecessary drain on the departmental budget. Departmental funds are not intended to be used to purchase desk copies of books, however. The College Store no longer routinely charges faculty copies of course books to departmental accounts. However, books that are not available as complimentary desk copies and are being used in a course can be charged to a faculty member's departmental budget if s/he presents to the College Store the publisher's letter denying a desk copy. (Because foreign publishers typically do not provide desk copies, or even acknowledge requests for them, a letter is not required for books from foreign publishers.)

Many publishers now have online request forms; you may choose to go to their individual websites, or reach out to the publisher representative in the area. Please note that sometimes requesting a desk copy can take much longer than expected. Faculty who need a textbook before a desk copy arrives can purchase the book with their own funds through the Virtual Bookstore <https://bncvirtual.com/middlebury>. If you need further assistance, please email the Bookstore at [textbookrequest@middlebury.edu](mailto:textbookrequest@middlebury.edu).

### **Purchase of Alcohol with Departmental Funds**

1. Under Vermont State Law, the College can legally provide alcohol when it is served under a valid liquor license.
2. The costs of alcohol served at catered events or purchased at a restaurant may be reimbursed from departmental budgets.
3. The College cannot legally, and will not, reimburse employees for receipts submitted from their own purchase of alcohol.
4. State law does not allow employees or others to bring alcohol into College facilities.

### **Department Retreats**

Costs of retreats for the purpose of deliberating on the academic program and mission of a department or program may be paid from enrichment funds up to a maximum of \$150 in a year. Retreats should be held at College facilities whenever possible (e.g. Hadley Barn).

### **Program Enrichment Funds**

Funds are budgeted each year that are earmarked for lectures and co-curricular programs specific to your department.

Each Department Chair received a memo in the summer detailing that department's allocation for 2020-21 and an overview of the guidelines and procedures for the use of these funds. Please see the Academic Administration website for additional information about Program Enrichment funds.

In 2003, the College created a pooled fund called the *Academic Enrichment Fund* to which faculty may apply for additional support for lecturers, symposia, and conferences. There are also funds on campus for the support of activities focused in particular areas: international affairs, foreign language and culture, the arts, and the environment. Overseers of these funds would welcome ideas for lectures, co-sponsored events, or possible collaborations among colleagues and departments.

Departments/programs are encouraged to use these funds for the broad purpose of *program enrichment*, and not to regard them merely as *lecture funds*, unless the funds are restricted for that particular use. If they are not restricted lecture funds, they may be used to cover expenses associated with class outings such as field trips to theatrical and cultural events or museums; they may also pay for honoraria and other expenses directly paid to lecturers, artists, or performers who visit campus in order to enhance specific courses or the discipline in general; and to help cover costs for campus symposia and conferences. NOTE: While meals are often an important component of events, expenditures for meals or catering should not absorb too large a proportion of program enrichment expenditures, *and students should be included in all meals covered by these funds*.

For departments that have endowed funding, up to \$500 may be directed toward student research expenses. While some departments may choose to continue to use all of their allocation as they have in the past, we hope that those whose enrichment funds have been underspent, or who have felt the need for more support for student research in their department, will find this flexibility helpful. The

Undergraduate Research office (URO) will continue to make available other centralized sources of funding for student research.

Departments/programs that wish to use their enrichment funds to purchase materials or equipment that would directly benefit our students require the approval from the Dean of Curriculum or his/her designee.

## OVERSIGHT OF DEPARTMENT BUDGETS

The Chair is the supervisor of the department budget and is responsible for keeping the department within its budget. Chairs should discuss with Academic Coordinators a schedule for monthly budget updates throughout the academic year. If you have questions or concerns about your department budget throughout the academic year, please contact Lexie Carlson, Financial Operations Analyst at [awcarlson@middlebury.edu](mailto:awcarlson@middlebury.edu). Our pathway to financial sustainability requires all budget administrators to ensure that their expenditures remain within the approved budget, and we thus expect that Chairs will keep departmental spending within the department's approved budget. If unusual circumstances arise and you become concerned about that your approved budget may be inadequate, please alert Lexie Carlson *prior to approving any expenses in excess of your approved budget*. We cannot guarantee that we will be able to make additional funds available to cover excess expenses, but will work with Chairs to develop a plan for spending that allows the department to remain within budget.

Specific guidelines for the preparation of next year's budget will be sent to Chairs by the Budget Office. The proposed budget will require the approval of the VPAA/DoF and the Budget Office. If you have procedural questions about the department budget process, budget data entry, or would like to request training, please contact the Lexie Carlson at [awcarlson@middlebury.edu](mailto:awcarlson@middlebury.edu).

## USING ORACLE TO TRACK BUDGETS

Budgets are now managed in Oracle Finance. Please visit the Project Ensemble website <https://www.middlebury.edu/office/project-ensemble> to access resources as they relate to Oracle Finance and the Green Mountain Higher Education Consortium (GMHEC).

For technical support with Oracle, please contact GMHEC Support at [support@gmhec.org](mailto:support@gmhec.org).

For budget support, please contact the appropriate budget administrator assigned to the funds in question. Otherwise, please contact Lexie Carlson at [awcarlson@middlebury.edu](mailto:awcarlson@middlebury.edu).

For details on a reimbursement payment, please contact GMHEC Accounts Payable at [ap@gmhec.org](mailto:ap@gmhec.org).

# DEPARTMENTAL CURRICULUM

## TEACHING EXPECTATIONS AND CURRICULAR PLANNING

Chairs and Directors are responsible for distributing teaching workloads equitably among all colleagues, for ensuring the efficient application of teaching resources, and for ensuring that all faculty workloads reflect curricular, departmental, and/or programmatic needs.

**The following describes the teaching expectations for Middlebury faculty members. Due to the particular circumstances of the 20-21 academic year, it may be impossible to compute faculty members' contributions to teaching in the usual way. Chairs and Directors are therefore asked to distribute teaching according to principles of fairness and equity, and in line with departments' and programs' responsibilities to the college-wide curriculum and to our students.**

Teaching responsibilities for full-time faculty members are guided by a balance of three measures: course preparations, contact hours, and enrolled students. Full-time faculty members teach an average of 4.5 course preparations, 18 contact hours, and 90 enrolled students per academic year, as averaged over 4 years. All of these numbers represent a total of Fall, Winter, and Spring semesters. Because of differences in pedagogy across disciplines, faculty teaching responsibilities can vary from these averages, provided that these variations maintain a balance between measures that are higher and lower than average (e.g., a colleague may have a smaller-than-average number of courses if they have a higher-than-average number of students or contact hours). The most common teaching schedule is to teach two courses during each Fall and Spring semester, and a Winter Term course every other year. Chairs have flexibility in distributing teaching loads as long as the department average falls within those ranges for any given academic year, and as long as the distribution of teaching loads is such that the Department or Program is meeting its commitment to college-wide curricular needs, including Winter Term, the Writing Program, and the FYSE program. A summary of the specific guidelines follows:

1. All faculty workloads, averaged over a four-year period and including all semesters (Fall, Winter Term, and Spring), should fall within the following ranges:

3.5-5.5 course preparations per academic year

65-115 enrolled students per academic year

14-22 contact hours per academic year

2. Faculty who are below the average in one of these measures by any significant amount should, at a minimum, be at or above the averages in both of the other two, and, to a corresponding extent, above the average in at least one. Chairs/Directors should consult with the Dean of the Faculty if they are unsure about whether a given faculty member's teaching load is consistent with the guidelines.

3. Full-time faculty must teach at least one course in every Fall and Spring semester.

4. Faculty whose teaching loads are above or below these guidelines are expected to work with the Chair of their department or program and/or the Dean of the Faculty to chart a future teaching trajectory that is consistent with these guidelines.

5. A full course release reduces the above averages and ranges by 1 course preparation, 4 contact hours, and 20 students. A half course release reduces each measure by half of these amounts.

6. A single course preparation is defined as a body of material taught in a specific term and listed with a distinct number. A course may include any combination of lectures, discussion sections, workshops, screenings, or any other format that is best suited for teaching a particular subject.

7. The same course taught in two distinct sections in any single term will count as a single course preparation, but with a correspondingly larger number of contact hours and enrolled students than a single section would.

8. Lab sections that require each student to meet for a minimum of 150 minutes per week and are taught solely by the faculty instructor count as 0.5 of a course preparation in total. That is, a course that is taught with laboratory sections will count as 1.5 courses regardless of the number of laboratory sections. The contact hours associated with each lab section do, however, count independently. (A course taught with three 50-minute lectures per week and two 3-hour lab sections per week would thus count for 1.5 courses and 9 contact hours.) In a course where each student attends fewer than 150 minutes of lab per week, a faculty member may combine laboratory sections associated with multiple course preparations to reach the 150-minute threshold for a 0.5 course preparation. (For example, if a faculty teaches two courses, each of which requires students to attend a 75-minute lab each week, that faculty member would reach the 150-minute threshold and be able to claim a 0.5 course preparation.)

9. An enrolled student is defined as one student in a distinctly numbered course. (Students enrolled in different types of sections of a course—e.g., a lecture and a discussion section—count only once.)

10. A contact hour is a 50-minute period in which a faculty member formally meets with students in a required, scheduled, interactive, credit-bearing academic pursuit. Discretionary teaching commitments (film screenings, voluntary help sessions, self-scheduled review sessions) do not count as contact hours.

11. A standard Winter Term course, meeting for 8-10 hours per week, counts as 4 contact hours for the year. This is to make weekly contact hours in Winter Term comparable to those in the regular term so fall, winter, and spring hours can be added together to get a total for the year. The expectation that faculty teach an average of 18 contact hours per year was computed based on this conversion for Winter Term courses. When a Winter Term course meets for more than 10 hours/week, the course counts for half the number of actual weekly contact hours.

12. Because the teaching guidelines are given by the total over all three semesters, Winter Term courses are comparable to Fall and Spring semester courses for the purposes of teaching workload, and thus faculty may teach a Fall or Spring semester course in lieu of a Winter Term course, or vice versa, provided that doing so does not compromise the department or program's ability to meet its responsibility to participate in Winter Term.

13. Team-taught courses in which both faculty members participate fully throughout the semester will be credited to both faculty members as they would if taught by a single instructor. However, faculty members may be limited to two such team-taught courses every five years, unless the team-taught

course is part of a contractual obligation. Exceptions to this policy can be granted in advance by the Dean of the Faculty. If responsibilities in a team-taught course are divided between the two instructors, each faculty member will receive credit for 0.5 preparations, half the total students, and half the total contact hours. There is no limit on the number of courses that a faculty member can team-teach using this division of duty.

14. Department chairs should attempt to distribute thesis supervision duties equitably. Where it is impossible to avoid overburdening a particular faculty member, his or her teaching load may be adjusted in consultation with the Dean of the Faculty.

15. A one-semester senior tutorial of approximately 9 students will typically count as one course preparation, three contact hours, and the actual number of enrolled students.

16. The equivalent of up to four 0700-level student credits of independent senior work per academic year is considered to be a normal part of a faculty member's workload. Student credits of 0700-level advising beyond the expected four may be banked for future course release. Upon accumulating ten student credits of 0700-level advising beyond the expected four, faculty may request a full course release in consultation with the department chair or program director.

17. A faculty member who significantly surpasses these general expectations may apply for one full course release over a five-year period.

### **Enrollment Limits**

Minimum and maximum enrollment of courses is left to the discretion of each department. Normally courses with more than 45 enrolled students will be offered only when major requirements, lecture format, and physical resources dictate that as the most effective pedagogy. Any changes to the enrollment limits must be approved by the Dean of Curriculum and the Curriculum Committee must be notified.

Faculty members teaching in more than one department or program will have to consult with both chairs/directors. On the Department/Program Staffing Report (described below), the Department Chair will provide a proposed maximum enrollment for each course, which will also be used when completing Banner Course Forms, or otherwise reporting enrollment limits to the Curriculum Information Specialist.

In a typical year, Banner forms will be preprinted with the enrollment maximum and the anticipated enrollment based on the last time the course was offered. Faculty members will be asked to review these numbers and revise them as appropriate. Enrollment changes should be confirmed with the Department Chair or Program Director. **For the 20-21 academic year, a different process will be announced that achieves the same goals, but is more conducive to remote work on a short timeline.**

The maximum enrollment figures will be used by Course Scheduling to assign appropriate classrooms. The maximum enrollment listed on the Banner form, or otherwise provided by the Curriculum Information Specialist, for each course should reflect an accurate expectation of maximum class size, as room scheduling proceeds more smoothly when the scheduling office has realistic estimates of course size. This is particularly important under conditions of physical distancing when room capacities are reduced.

## Staffing Reports

The Chair/Director provides oversight of curricular planning to ensure consistent coverage of needed courses, equitable distribution of teaching assignments, and optimal use of staffing resources. Curricular planning culminates in the creation of a Department/Program Staffing Report, summarizing the individual Faculty Teaching Plans that are submitted to the Chair/Director. Recognizing that different departments/programs have different curricular planning structures, the following guidelines are designed to provide an overview of how a Chair/Director might approach the creation of those reports.

*Fall semester (usually beginning in November, but possibly adjusted for the 20-21 AY):*

The Chair develops a list of courses needed for the following academic year, divided into F/W/S.

In developing this list, chairs should be mindful of the following: the overall number of courses offered in relevant categories (e.g., 0100-, 0200-, and 0300-level); requirements and electives for the major, minor, or tracks; FYS and College Writing commitments; regular commitments to interdisciplinary programs and the winter term curriculum; anticipated movement of students into upper-level sections.

Program Directors should contact program affiliates and invite colleagues either to teach a particular course(s) or to propose a course they wish to teach. Program Directors then contact the Chair of any departmental colleague who may be able to teach a program course, copying the Dean of the Faculty, requesting that the department accommodate the colleague's request to teach the program course. This latter step is not necessary in situations in which a colleague has a contractual obligation to a particular program. The Dean of Faculty will work with Program Directors to try to facilitate availability of departmental colleagues to teach requested courses.

Solicit input and feedback on proposed list of courses from colleagues, requesting that colleagues inform the Chair/Director of:

- Changes to leave schedule/plans,
- New courses for which a faculty member intends to seek approval,
- Any commitments to or interest in teaching courses in another department or program.

Meet with faculty colleagues to review individual faculty teaching plans.

Faculty Teaching Plans are submitted via BannerWeb to the Chair/Director by the date specified by the Chair/Director.

*Winter term:*

Chairs/Program Directors will review and approve individual Faculty Teaching Plans via BannerWeb, review Departmental Teaching Summaries, and submit via Banner Web to the EAC no later than the announced due date (typically mid-January).

Forms will be reviewed by the EAC and the Academic Administration. Department Chairs/Program Directors may be contacted for further discussion of allocation of teaching resources. EAC review typically will be completed by mid-February.



## WINTER TERM GUIDELINES

### Course proposals from regular faculty

As of this writing, the plan for Winter Term '21 is unknown. There will certainly be a Winter Term, but whether any courses will be held in person or if they will all be remote remains to be seen. Faculty members are nonetheless encouraged, as always, to submit proposals for Winter Term courses that will appeal to a broad range of students. Because many juniors are abroad, and many seniors are pursuing independent projects or theses during Winter Term, the majority of students taking Winter Term classes are first- and second-year students. It is therefore important that the majority of courses be offered with minimal prerequisites and made accessible to students outside the major. Ideally, Winter Term courses should satisfy general distribution requirements rather than simply departmental requirements (though it is not necessary that they satisfy any requirements at all). There will of course be instances in which advanced courses are necessary and can be offered, but in general the Curriculum Committee reserves the right to reject a course that would be perfectly suitable for fall or spring semester but is too specialized for Winter Term.

*Middlebury faculty members teaching during Winter Term will be expected to submit their Winter Term course proposals to their Department Chair or Program Director for approval. Approval does not mean that the course necessarily fulfills requirements for a departmental major. Rather, department Chairs are asked simply to assess each proposal's general interest and viability as a course and to suggest to the faculty member any changes that might strengthen it prior to its review by the Curriculum Committee. Chairs are also asked to be alert to possible duplication of subject matter in the courses offered by their department or program as a whole. Middlebury faculty members who are not teaching during winter term will be expected to remain available on campus during the month of January.* For more information on Winter Term Course Structures and General Procedures, please refer to the College Handbook.

### Course Proposals from visiting Winter Term faculty

**In AY 20-21, we are likely to rely exclusively on our own faculty to staff the Winter Term curriculum, for both health-related and budgetary reasons. The following paragraph is included for reference, but does not apply this academic year. Faculty colleagues are encouraged to develop creative course structures that serve our students well while staffing the Winter Term curriculum with fewer resources than usual. For example, some colleagues have suggested team-taught courses on broad topics and challenges relevant to our day from which many students could benefit at once, forming a shared learning experience much like a first-year reading.**

Regular faculty members are asked to bear in mind that the College has a need for approximately 50-60 qualified visiting instructors each Winter Term as a result of the revised Teaching Load Guidelines and Winter Term release for Chairs, Directors, and certain committee members. Faculty members may assist in recruiting potential visitors, if they wish. Colleagues at other academic institutions, successful guest lecturers, and local artists and professionals are all possible visitors. When issuing an invitation for a potential visitor to apply, faculty should forward to the potential

visitor this link, where relevant guidelines and documents can be found:

<http://www.middlebury.edu/academics/administration/wtvisitingfaculty/guidelines>.

These guidelines describe the structure and purpose of Winter Term for those who may not be well acquainted with the College, so that each potential visitor will be informed about the College's curriculum, grading policies, and expectations for Winter Term courses before he or she attempts to submit a proposal. Please do not make any commitments to a potential visiting instructor. Fewer than half of the submitted course proposals were accepted for Winter Term in recent years. Finally, housing is a critical issue; any help in locating housing for a visitor will be greatly appreciated. Winter Term proposals from both visitors and regular Middlebury faculty members for Winter Term 2021 were due in early April, 2020. Winter Term proposals from new Middlebury faculty members or those returning from leave are due on September 14, 2020. *NOTE: If you are planning to invite a foreign national to submit a proposal for Winter Term, please first contact the International Student and Scholar Services Offices at 802-443-5858.*

### Enrollment and Banner Registration

*Under ordinary circumstances, standard enrollment limits for all Winter Term courses are a maximum of 22 students for regular courses, 38 for team-taught courses, 18 for language courses (per instructor), and 12 for College Writing. Exceptions are made for studio art courses, lab courses, and other special cases at the discretion of the Curriculum Committee. If enrollment pressures warrant, up to three students may be added after registration, for a total of 25 for a single-instructor class. In AY 20-21, however, adjustments will need to be made. Specifically, if courses can be offered in person, any courses with any in-person component will be limited by whatever requirements for physical distancing are in place in Winter Term. Any remote courses will be limited only by the pedagogical needs of the course.*

*Winter Term Banner registration launches over a 3-day period with students with 7-16.99 credits earned registering on the first day, students with 3-6.99 credits earned registering on the second day, and students with 17-36 credits earned registering on the third day. The Winter Term online add/drop period remains open for approximately an additional week. Students register for their top course choice. If that course has filled to the maximum enrollment, the student is notified immediately, and can then select another course. The Winter Term Course Catalog and the schedule of class meeting times will be available to students on the web prior to registration.*

Courses that enroll fewer than 10 students may be cancelled. In reviewing courses for a given Winter Term, the Curriculum Committee takes into account the course's enrollment any previous times it was offered.

### Hosting Visiting Faculty

**As noted above, in AY 20-21, we are likely to rely exclusively on our own faculty to staff the Winter Term curriculum, for both health-related and budgetary reasons. The following information is included for reference, but does not apply this academic year.**

All visiting Winter Term faculty, even those whose courses are interdepartmental (INTD), will be assigned to a host department. Kathleen Parent will coordinate with the appropriate support offices for book orders, library information, ID cards, and other general support. However, host departments will be asked to:

- Help arrange office space for visiting instructors by asking faculty members on release time to share their offices;
- Receive mail for visitors;
- Provide access to photocopiers; and
- Maintain contact with the visiting instructor and facilitate communication between students and visitors.

Due to an increased number of visitors who have their own cell phones, the College will no longer provide a phone extension or voice mailbox, but each visitor will be given an email account and network connection for using computers in our computing labs. Housing for visitors continues to be limited, and is at the visitor's expense. Although the college provides links to websites that might be useful to visitors in finding housing, it is ultimately their responsibility to secure housing. There have been instances in the past when some visiting instructors have stayed with the friends or colleagues who invited them, but a faculty member who invites a visitor is under no obligation to house him or her for the month.

## **SUMMER STUDY**

*The complete Summer Study Guidelines are available in the Middlebury Handbook. Except for special circumstances, the Summer Study program has largely been inactive in the past few years.*

## **POLICIES AND OPPORTUNITIES FOR STUDENTS**

### **Chair Oversight of Independent Projects**

Chairs and Program Directors play an important role in the oversight of student independent projects, both in terms of approving those projects and ensuring that the work of advising those projects is distributed equitably among faculty in a department or program. The election of an independent research project (0500-0700 level work) provides an opportunity for a student to engage in independent work in his or her field of interest. It is a privilege open to those students with advanced preparation and superior records in their fields; exceptions to these restrictions will be considered by submitting a request to the Curriculum Committee. The 0500 (and higher) projects in a student's major or minor department must be approved by the department. All 0500 (and higher) projects outside the major or minor departments must be approved by the Chair/Director of the department or program in which the work is to be done. Students who have earned 17 or fewer credits, not including AP credits, are normally not permitted to undertake independent work during the Fall and Spring semesters. Exceptions may be considered upon written request to the Curriculum Committee. Students with 8 or more credits may pursue independent work during winter term, or summer study, provided the 0500 course is offered then. A student is limited to four 0500 projects in any discipline, not including winter term independent projects. Independent study courses are graded on an A-F basis unless special arrangements are made through the dean of curriculum (e.g., occasional independent projects where the instructor decides that the special nature of the course is better suited to honors/pass/fail grading).

### **Fellowships Program**

The college is committed to identifying competitive candidates to compete and succeed in prestigious national scholarship and fellowship competitions. Although most competitive awards support

postgraduate study, there are several highly selective awards for undergraduates. Promising students should be encouraged to meet with the fellowship adviser early in their undergraduate career.

Results of national merit-based competitions and information on award opportunities are online at [go/fellowships](#). The Fellowships Program is located in the CTLR, Davis Family Library 225.

The fellowships below are advised by Lisa Gates, Associate Dean for Fellowships and Research (x3183). You may find more information at [go/fellowshipslist](#).

- Beinecke Scholarship
- Churchill Scholarship
- David Weill Scholarship
- Fulbright Grants
- Gates Cambridge Scholarship
- Goldwater Scholarship
- Kanders Churchill
- Keasbey Scholarship
- Knight-Hennessy Scholarship
- Marshall Scholarship
- Mitchell Scholarship
- National Institutes of Health Graduate Partnership Program
- National Institutes of Health Oxbridge Scholars Program
- National Science Foundation (NSF) Graduate Research Fellowship Program
- NOAA Hollings Scholarship
- Payne International Development Fellowship
- Pickering Foreign Affairs Fellowship
- PPIA Junior Summer Institute
- Rangel International Affairs Program
- Rhodes Scholarship
- Saint Andrews Society of New York Scholarship
- Schwarzman Scholarship
- Soros Fellowships for New Americans
- Truman Scholarship (with Professor Bert Johnson)
- Udall Fellowship (with Professor Christopher McGrory Klyza)
- Vermont Law School Environmental Fellowship
- Elie Wiesel Prize in Ethics
- Watson Fellowship
- Yenching Academy Scholarship

### **Undergraduate Research, Senior Work, and Academic Travel Funds for Students**

(Administered by Undergraduate Research (URO) in the Center for Teaching, Learning and Research by Lisa Gates, Associate Dean for Fellowships and Research.)

Undergraduate Research supports students conducting independent and faculty-mentored research through advising, information about opportunities, funding for research and academic travel and the Summer Research Program. They also coordinate the Spring Student Symposium, an annual event presenting student research in a professional environment. Through URO, faculty mentors can also apply for funding to work with undergraduate researchers in the summer and find information through Middlebury and through the Council for Undergraduate Research (CUR), a national organization focused on undergraduate research. Contact Lisa Gates for more information on CUR, professional development opportunities, and resources at [go/uro](http://go/uro).

The funds below support student travel and research related expenses. **Please note that we do not anticipate funding travel in 2020-21.**

1. Academic Travel
  - Provides travel grants for students to present at or attend academic conferences and symposia in support of their academic work (maximum grant: \$1000 to present, \$350 to attend)
  - No deadlines, ongoing application review; apply at least one month before travel date. See [go/atf](http://go/atf)
2. Senior Research Project Supplement (SRPS) and Hoskin Family Fund
  - Support of up to \$350 for students conducting senior work; applications should be submitted prior to project start and are reviewed upon submission
  - For support up to \$1,200, there are three application deadlines, October 1, mid-January and April 15. See [go/srps](http://go/srps)
  - [For support up to \\$3,000, apply with the SRPS deadlines to the Hoskin Family Fund for research in developing or rapidly changing nations. See go/hoskin](#)
  - [Students must have senior status at time of project and can receive funding only once.](#)
3. Kellogg Fellowship
  - Provides \$5,000 for student and \$1,000 to advisor to support senior work in humanities or area of humanistic inquiry. Deadline is March of student's junior year. See [go/kellogg](http://go/kellogg)
4. Selover Research Fund
  - Funding for student research projects in the fields of American Studies or Japanese Studies (rolling deadline). See [go/selover](http://go/selover)
5. Baldwin-Coney Scholarship for Geology Field Camp
  - Up to \$2,000 to students to help defray the cost of attending a geology field camp. April deadline. See [go/baldwinconey](http://go/baldwinconey)
6. Academic Outreach Endowment for Service Learning (Administered by the Center for Community Engagement)
  - Students and Faculty eligible to apply
  - See description above (#2 under "Course Development & Curricular Programming")

### **Summer Research Assistants (SRAs)**

Each year, faculty can apply for funding (ranging between \$4,800 and \$5,800 maximum per student in summer 2020) to support summer research assistants (SRAs). URO funds typically support up to two students per faculty member. The call for applications goes out in February and the application deadline is in early March. Funding is available through gift, endowed and college budgets in the general categories of the Undergraduate Collaborative Research Fund (UCRF), Reilly Environmental Studies Fund, and Undergraduate Research Summer Funds (STEM fields). Funding only supports continuing Middlebury undergraduate students. See [go/summerfunds](https://middlebury.edu/go/summerfunds)

### **Keeping Track of Majors: Senior Audits and Degree Verification**

Department chairs are responsible for approving degree audits for senior majors, and for verifying that degree requirements have been met. Students are required to submit a degree audit form to the Registrar's Office during the first semester of their senior year. The department chair or program director reviews and signs the student's plan for completion of the major (page 1 of the degree audit form). Departments should retain copies of signed forms.

In the second half of the spring semester, Chairs and Program Directors are asked to verify that all graduating seniors, both majors and minors (if applicable), have met the requirements of the major or minor.

### **Senior Awards**

Senior Awards will be presented during the department/program Commencement weekend receptions or at other end of the year events as determined by each department/program. The Department of Event Management will provide you with the yearly letter describing your department's awards and the amount available for each award. Each department or program will still be responsible for reporting the winners' names back to the Department of Event Management for the Commencement program by the stated deadline. It is essential to meet this deadline to be sure the award recipients' names will appear in the program. *The Department of Event Management will advise departmental coordinators on the appropriate process. Changes to the award description must be approved by College Advancement prior to January in order to be considered for the May award process.*

### **External Reviews**

**The following information regarding external reviews is provided for reference. No external reviews will be conducted in the 20-21 AY.**

In 1996-97, the academic administration began the practice of conducting—as a norm—three external reviews of academic departments and programs each year, with a goal of reviewing each department or program every 10 years. An external review provides an opportunity to enhance and improve our academic programs and to shape the future of the curriculum. It also offers an occasion for chairs/directors to anticipate future staffing needs, and for faculty to reflect on pedagogical practices and the role of their department or program within the College. If your department/program is chosen for a review, a letter outlining the procedures that will need to be followed for the review will be sent to you by the Academic Administration. A multi-year schedule for reviews is circulated to the chairs annually; you may request a copy from the Dean of Curriculum (by email: [dcur@middlebury.edu](mailto:dcur@middlebury.edu)). An overview of the timeline for an external review is provided below. Departments that wish to request an external review at a time other than that indicated on the schedule should do so by contacting the Dean of Curriculum (by email: [dcur@middlebury.edu](mailto:dcur@middlebury.edu)). Because we do not have the

capacity to conduct more than four reviews each year, we cannot always accommodate requests for a different review schedule.

### *Schedule Overview*

- Each academic department/program will be reviewed approximately once every ten years.
- The chairs of departments under review will be notified during the academic year prior to the review and will consult with the administration regarding the appropriate semester for the review.
- In January of the preceding year, a meeting will be held for chairs with upcoming reviews to provide an overview of the process and answer questions.
- Approximately 6 months prior to the review visit, the chair will provide recommendations regarding potential review team members.
- In the months preceding the review, department faculty will undertake a thorough self-study, consisting of a narrative and supporting materials. The Office of Planning and Assessment will provide relevant data to the department in support of the review. The self-study and supporting materials should be submitted to the Dean of Curriculum at least 2 months prior to the review team's visit.
- When the review team report has been submitted to the Dean of Curriculum (usually 4-6 weeks after the review), it will be reviewed by the academic administration and shared with the department.
- Within two months of receipt of the report, the department meets to discuss the report and prepares a written response.
- Within six months of the review visit, the academic administration will meet with the department to discuss the report, the department's response, and next steps. Agreed upon next steps will be recorded in a memorandum of understanding (MOU), and items in the MOU will be followed up as appropriate by the department and/or the academic administration.
- At the end of each academic year, departments will be asked to produce an annual report, which includes any efforts or changes made as a result of the external review.

## EVENTS PLANNING

**For current information on COVID-19 related event scheduling procedures, please visit the Event Management website at [go/schedule](#).**

### COMMENCEMENT WEEKEND RECEPTIONS

The following represents normal procedure. Changing circumstances related to COVID-19 will be communicated to the campus community if they arise.

#### **Policy regarding department/program receptions funded by Commencement budget**

##### *1) Timing*

The reserved times available for Departmental or Program Receptions during Commencement weekend will be confirmed by the Department of Event Management in the Spring.

##### *2) Alcohol at Receptions*

Due to the volume of events, Dining Services can only provide alcohol service for a limited number of events. You will be advised to contact Dining Services to determine if they can provide alcohol. Departments may also choose, at their own expense, an approved non-College caterer that is licensed to serve alcohol. Under Vermont State Law the College can legally provide alcohol when it is served under a valid liquor license. State law does not allow employees or others to bring alcohol into College facilities. The costs of alcohol served at departmental receptions or purchased at a restaurant may be reimbursed from departmental budgets, but the Commencement budget will not reimburse these types of expenditures. The College cannot legally, and will not, reimburse employees for receipts submitted from their own purchase of alcohol. Departments wishing to provide alcohol at a reception may do so when following these regulations. However, providing alcohol cannot increase the impact of service requirements from any College department. For example, if the size and/or location of your event would require fencing to meet state regulations, alcohol will not be permitted. Questions should be directed to the Department of Event Management.

##### *3) Funding*

The Commencement budget will offer a subsidy to aid in the costs of the Commencement receptions, at a rate that will be determined in the Spring. This subsidy is available only to degree departments and programs and only for receptions scheduled during the approved time. End of the year receptions held at other times will not be financially supported by the Commencement budget.

The subsidy amount will be transferred to the department budget account provided by the department coordinator. Receptions catered by Dining Services will be charged directly to the department budget.

The Commencement budget will not subsidize expenses relating to alcohol (see #2) even if the alcohol is purchased at a licensed establishment.

##### *4) Planning Events*

Departments and programs will make reception arrangements through the Department of Event Management, as is done throughout the year. It is not possible to schedule these events at a time when they would conflict with other official college events.



With the high demand for our facilities and catering staff during Commencement weekend, the College is unable to provide off-campus catering or special set-up services for such events (tables, chairs, tents, etc.).

#### 5) Senior Awards

Senior Awards will be presented during the department/program Commencement weekend receptions or at other end of the year events as determined by each department/program. The Department of Event Management will provide you with the yearly letter describing your department's awards and the amount available for each award. Each department or program will still be responsible for reporting the winner's names back to the Department of Event Management for the Commencement program by the stated deadline. It is essential to meet this deadline to be sure the award recipients' names are able to appear in the program. *The Department of Event Management will advise departmental coordinators on the appropriate process. Changes to the award description must be approved by College Advancement prior to January in order to be considered for the May award process.*

6) Any additional information about the Commencement weekend event schedule will come from the Department of Event Management as necessary.

#### Reception Scheduling Timeline for 2021

To guarantee service support for these events please follow this scheduling timeline:

- Venue scheduled and preliminary food order placed no later than April 16
- Menu finalized no later than April 30
- Final head count to Dining Events no later than 7 days prior to the event
- Final set up details to the Department of Event Management no later than 14 days prior to the event

Due to the volume of events during Senior week, requests for changes later than 7 days prior to the event cannot be supported.

#### EVENTS PLANNING FOR LECTURES/EVENTS

The following represents normal procedure. Changing circumstances related to COVID-19 will be communicated to the campus community if they arise.

NOTE: Events *cannot* be scheduled less than seven (7) days in advance of the event date. In accordance with the [Policy for Scheduling Events and Invited Speakers](#) **a minimum 3 week advance notice is required.** Planning travel arrangements, invitations, advertising, etc. for any events prior to scheduling does not constitute a reason for approval of your desired date or venue. An event is not approved to occur until official confirmation from the Department of Event Management has been received to confirm the event date and location. Should your event come in conflict with another event or create a service requirement that cannot be supported, you will be asked to plan the event for another day/time or academic term.

The very first step in planning an event on campus, before finalizing plans with the speaker(s), is for departments/programs to check Middlebury's Events Calendar at [go/events](#) to look for dates that do not conflict with events on related topics. As not all events being planned are ready for marketing to the public, it is also recommended that an inquiry for conflict check be sent to Event Management to

confirm there are no events in the planning process that may impact the ability for an event to be approved.

If your event is performance related (dance, music, theatrical, etc.) and will require support services relating to performance, please consult the Production Advisory Group information found at [go/pag](#).

Please note that the College Handbook identifies certain “black-out” periods when no events should be planned. See [go/daterestrict](#) for more information.

Prior to finalizing arrangements with the speaker(s), it is important that you secure a venue for the event. To do so, submit the online room reservation request form found at [go/eventreserve](#). The Department of Event Management schedules requests in event date order and will confirm your room reservation at their earliest convenience. Without receipt of this confirmation, there is no guarantee that a venue will be made available.

To advertise your event on the calendar of Events web site, it is necessary for you to submit the information by submitting the online form located at [go/eventreserve](#). Please note that in order to have your event appear on the events calendar, you must first reserve a room for the event. Do not hesitate to consult with the Department of Event Management (x2885) for assistance with the process. When preparing posters for a lecture/event, be sure to give credit to any endowed fund(s) sponsoring the event.

If a department is planning to invite a foreign national to give a lecture, Department Chairs need to consult the Procedures for Inviting Foreign Nationals section of this handbook. (Note: These procedures should also be followed if the department is planning to invite a foreign national to submit a Winter Term course proposal.)

### **Crowd Control Policy**

All venues with an occupancy rate greater than 50 people, must supply a minimum of one trained crowd manager or crowd manager supervisor. Where the occupant load exceeds 250, additional crowd managers must be provided at a ratio of 1 crowd manager/supervisor for every 250 occupants unless otherwise permitted by the following:

1. This requirement does not apply to assembly occupancies used exclusively for religious worship with an occupant load not exceeding 2000.
2. The ratio of trained crowd managers to occupants may be reduced where, in the opinion of the authority having jurisdiction (a State of Vermont Fire Marshal or his/her designee), the existence of an approved, supervised automatic sprinkler system and the nature of the event warrant.
3. The [crowd manager](#) is required to attend approved training to be certified as a crowd manager.
4. This requirement does not apply to assembly occupancies in College classrooms where used for nonpublic events. That is an academic class session (students only) or team practices that are for the teams only.
5. Training will be provided through the Office of Environmental, Health & Safety on a regular basis as needed.

### **Accounting and Reporting**

Accounting:

- All requests for payments must be submitted through Oracle Finance. Please note that payments to lecturers must be handled through the Procurement process. Outside lecturers are considered ‘suppliers’ in Oracle.
- Before submitting requests for payment, you must complete an IC worksheet and send to [ICWorksheet@middlebury.edu](mailto:ICWorksheet@middlebury.edu) for confirmation that the lecturer should be classified as an independent contractor.
- Upon receipt of the signed IC worksheet, follow the procedure to register the supplier. Instructions for all procurement procedures can be found on the GMHEC website: <https://www.gmhec.org/procurement-knowledge-base/>
- If the supplier does not yet exist in the database, enter the required information to register. You must wait for the approval before submitting any requests for payment.

#### Reporting:

Please keep an electronic copy of the poster and any relevant event information for potential donor reporting.

It should be noted that departments/programs should keep careful track of all expenses charged to their program enrichment fund(s), and not exceed the total amount allocated to their department or program. Any charges exceeding your enrichment budget will be charged to your department budget.

## PROFESSIONAL DEVELOPMENT RESOURCES

### EXTERNAL FUNDING

#### Externally Funded Grants

Faculty members are encouraged to seek outside funding to support their research and scholarly activities. Except for grants paid directly to faculty members that do not commit College resources (fellowships, etc.), all grant proposals must complete an internal review and endorsement process prior to submission. As part of that process, the department chair of the faculty project director/principal investigator (PD/PI) and the department chair(s) of any additional faculty participating in the proposed work must approve the submission of the grant proposal. In this approval, the department chair certifies that the proposed project is consistent with departmental and College objectives and policy, that space and facilities for the performance of the project are available, and that the PD/PI and any other departmental faculty or staff named in the proposal are available to conduct the proposed project. This endorsement process has moved to an online system (InfoEd) which allows the Proposal Endorsement & Tracking (PET) form to be signed electronically. Until that system is fully implemented, the PET form can be signed physically or by sending an email to the Office of Grants and Sponsored Programs that includes the following language: *"The attached proposal fits the department's overall program and academic objectives. Adequate space is available or planned to conduct the project. The professional time allotted is realistic and within College guidelines."*

#### Matching Funds (Sponsored Research Matching Fund)

Many grants require a “matching” or “cost sharing” commitment of College funds to supplement the sponsor funds paid via the grant award. The College’s matching fund is available to assist with cost-sharing on grant proposals for equipment and faculty research. This fund may also be used to assist

with maintenance costs for grant-funded equipment or to cover projects costs as an indication of “institutional support”. Proposals that have the highest priority are those for research equipment, student stipends, and supplies for research that involves students. Other proposed budget items will be considered depending on the nature of the item and demand for matching funds at that time. The fund may not be used to provide cost-share on faculty salaries (or to free up grant funds to pay for faculty salaries).

Faculty members may request maintenance costs for grant-funded equipment for the life of the grant or for three years after the warranty expires. Funds will be committed on the basis of the actual cost of a maintenance contract or a reasonable estimate of the costs to maintain a piece of equipment.

Matching funds may also be requested during the life of a grant to assist with unanticipated project expenses, hiring additional students, or other unusual grant-related expenses. Examples include: replacing equipment or supplies lost due to some kind of catastrophe (e.g., a freezer failure); covering costs that are not allowable grant expenses or appropriate for other college budgets; additional students or student travel expenses.

Decisions about use of matching funds to support grant-funded faculty research are made by the Dean for Faculty Development and Research in consultation with other members of the academic administration. The only limitations are the amount in the matching fund budget and the fact that there be no appearance that the fund is supporting faculty salaries.

Faculty members should submit matching fund requests via email to Sandra King, Budget Analyst for Academic Affairs at [sandrak@middlebury.edu](mailto:sandrak@middlebury.edu) for consideration by the Dean for Faculty Development and Research. **Requests should be submitted at least two months prior to the grant deadline.** Department chairs may contact the DFDR directly to explore use of the matching fund.

## INTERNAL FUNDING RESOURCES

### Faculty Professional Development Fund – FPDF

(Administered by the Dean for Faculty Development and Research)

- **Deadline:** applications reviewed continuously; **submit applications at least 1 month prior to event or project date.**
- **\*\*FPDF applications for 2020-21 will not be accepted after June 1, 2021.\*\***
- Up to a total of \$2,000 in current fiscal year, may be pro-rated according to FTE
- Conference travel up to \$800 for conference(s) when not presenting
- Language Teaching Assistants: Conference travel up to \$650 for one conference per academic year
- Support for research needs:
  - Examples of covered expenditures: travel, supplies, up to \$200 per year for membership fees to professional organizations (included within fiscal year allocations)
  - Examples of expenditures that are not covered: dissertation research, personal journal subscriptions, books
- **FPDF is not an entitlement, nor does it accumulate from year to year. Resources in this fund are limited and may not last through the fiscal year.**
- We will **no longer process FPDF applications filed after the event or project date.**
- A link to the FPDF web Application form as well as information about fund restrictions can be found on the following Academic Administration web page: [go.middlebury.edu/fpdf](http://go.middlebury.edu/fpdf)

**Please Note:**

- The maximum monthly food and lodging allowable expense, when conducting research or attending conferences on College funding, is \$3500.
- As a guideline, once your application has been approved, **itemized receipts are required for all travel related expenses including lodging and food**, except in special circumstances when they are not readily obtainable. In such circumstances, faculty may use federal per diem rates for reimbursements.
- More information about Middlebury College Travel, Entertainment, and Expense policies and procedures can be found on the [Controller's policies page](#). Please review this policy before using a college procurement card (p-card) or submitting personal reimbursements in Oracle Finance.

**Long Term Professional Development Fund - LPDF (temporarily on hold for FY21)**

(Administered by the Dean for Faculty Development and Research)

**Deadline:** late February for projects starting in the next fiscal year (July 1<sup>st</sup>)

- 3-5 years in length, \$4,500-13,000, 1-5 awards/year
- Only tenured faculty are eligible.
- Priority is given to first-time applicants (these are normally once-in-a-career awards).
- Faculty with endowed professorships are not eligible; if you receive an endowed professorship during the term of your LPDF, your grant will become inactive.

**Undergraduate Collaborative Research Fund (UCRF)**

(Administered by the Dean for Faculty Development and Research during the academic year, by URO during the summer)

- **Deadlines:** applications reviewed continuously, with a final deadline during the first week of the spring term.
- Preference for non-science projects
- UCRF funds are not available to help students in their own independent research projects. (See the description for Senior Work Funds and Senior Research Fellowships)
- UCRF funds can be used for summer research assistants. *If funding permits*, the deadline for summer projects is early March.
- UCRF cannot be used for students who have graduated.

**Faculty Research Assistant Fund (FRAF)**

(Administered by the Dean for Faculty Development and Research)

- This fund provides wages during the academic year for student assistants for faculty scholarship or course development.
- Funding is available for short-term or individual faculty needs (120 hours maximum per academic year or 60 hours maximum per semester).
  - These applications are reviewed continuously until early spring; **the final deadline falls during the first week of the spring term.**
- Funding is also available to Departments and Programs (up to 10 hours per week for students to work with several faculty members).
  - **The deadline for departmental applications is September 28.**

FRAF cannot be used for summer projects or with students who have already graduated.

## **Reprints and Subvention** (Administered by the Dean for Faculty Development and Research)

The College will assist faculty with production costs and reprint costs for scholarly publications through the Scholarly Publication Subvention Fund (SPSF). All requests should be made using the application available on the Academic Administration web page and should be sent to the DFDR at [adeans@middlebury.edu](mailto:adeans@middlebury.edu).

- **Deadline:** applications reviewed continuously. **Funding is limited and awarded on a first-come basis.**
- **Please honor the two-step process:** 1) Applications may be submitted at any time but **must include a written contract with a publisher** (if applicable). [The faculty member may not be the publisher, producer, or agent.] 2) Once approved, please submit a voucher payable to the vendor, an invoice for services rendered, and the relevant tax form.
- Reprints: Assistance will be in the form of the cost of 100 reprints, normally not to exceed \$300 for a single set.
- Page Charges, Submission Fees, and Copyright Fees for Articles: **As funding permits**, these costs associated with publishing may be funded up to \$1600 per article.
- Scholarly Books and Artistic Works: Assistance will be provided **as funding permits** for tenured and tenure-track faculty, and faculty whose appointments make them eligible to serve on Faculty Council (as defined by the faculty in Spring 2014) to cover production costs when an academic publisher requires a subvention as a condition for publication. Special appointment faculty who are eligible to serve on Faculty Council may also draw on the subvention support *if funding permits*. It may also be used for indexing, copyright or permission fees, or copyediting (i.e., copyediting of the final version of a manuscript after it has been accepted for publication). The funds for copyediting will only be paid to an independently-hired editor (not to the publishing press). **The maximum grant amount for each book project is \$2250.**

## **Start-Up Funds**

(Administered by the Dean for Faculty Development and Research)

- Negotiated with the VPAA/DoF during hiring phase
- Manage by DFDR—any requests to repurpose funds must receive authorization from DFDR prior to incurring expenditure; please email requests to [adeans@middlebury.edu](mailto:adeans@middlebury.edu)

## **Departmental Budgets**

(Administered by the VPAA/DoF)

- Supplies and equipment for courses
- Some departmental budgets contain funds to support the purchase of supplies and equipment for research with students.

## **Course Development & Curricular Programming**

1. Ada Howe Kent – (Administered by the Dean for Faculty Development and the Dean of Curriculum)

- **Deadline:** Fall 2020; Spring 2021
- Funding (ranging between \$1,500 and \$3,000) for faculty who are developing new pedagogical directions, new courses, and research projects focused on teaching and pedagogy that would benefit from such support. This year, there will be a number of targeted areas eligible for funding.



2. Academic Outreach Endowment for Community Connected Teaching, Learning and Research (Service Learning)  
(Administered by Diane Munroe, Assistant Director, and Ashley Laux, Director, Community Engagement, 118 South Main)
  - **Deadline:** October 30, 2021 for Winter and Spring Term projects; April 3, 2021 for Summer and Fall 2021 projects.
  - For curricular innovation in Community Connected Teaching, Learning and Research (Service Learning) pedagogy
  - Up to \$4,000 in all disciplines
  - For further information: see Community Engagement website or go/aoe.
3. Gladstone Award Honoring Excellence in Teaching  
(Administered by the VPAA/DoF)
  - Recognizes faculty who have exhibited exceptional teaching and mentoring within and beyond the classroom
  - Supports a project that will enhance teaching or support collaborative faculty/student work outside the classroom
  - Grant of \$10,000, to be expended within eighteen months of the date of the award
  - Call for nominations (including self-nominations) will be released early in the spring semester, with proposals due by the middle of the spring semester

### **Other Faculty Support Funds (temporarily on hold for FY21)**

1. Leave Moving Subsidy
  - Requests should be submitted to the Dean for Faculty Development and Research
2. Emeriti Funds
  - Travel and research funds are available for faculty who have retired.
  - Requests should be submitted to the Dean for Faculty Development and Research.
3. Dependent Care Support
  - The office of the Dean for Faculty Development and Research will reimburse faculty for up to \$450 of documented dependent care expenses (including care of children, aging parents, or other dependents) that result directly from professional development activity such as participation in conferences, travel for research, or visits with collaborators at other institutions. The program is not designed to cover on-going dependent care expenses, but rather to address the additional burdens that flow from professional development activity, particularly activity that takes place away from Middlebury.

### **PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR CHAIRS**

We encourage Department Chairs and Program Directors to take advantage of professional development opportunities for academic department chairs. Understanding that most of you would prefer to use FPDF funding to attend conferences to support scholarly work, we are able this year to make a limited amount of funding available to chairs and program directors who wish to attend conferences or other professional development opportunities targeting department chairs. If you are

interested in pursuing such an opportunity, contact the VPAA/DoF's office for information on funding.

- Disciplinary-specific conferences:
  - Association of Departments of Foreign Languages Summer Seminars for chairs (<http://www.adfl.org/seminars/>)
  - Association of Departments of English Summer Seminars for department chairs (<http://www.ade.org/seminars/>)
  - American Sociological Association Department Chairs Conference
  - (<http://www.asanet.org/news-events/meetings>)

If you find other opportunities that might be of interest to your colleagues, please send them to [dfaculty@middlebury.edu](mailto:dfaculty@middlebury.edu), and we will update this list for future versions of this handbook.

## PERSONNEL

### COORDINATOR PERFORMANCE FEEDBACK AND DEVELOPMENT

#### Annual Performance Review Process for Coordinators

Academic Coordinators will be expected to complete an annual performance review by the end of March. New coordinators will receive informal evaluations during the first, third and sixth month of employment. Annual evaluations will be due at the end of March thereafter. Approval for "Exceeds Expectations" must be obtained from the VPAA/DoF *prior to* the Annual Performance Review meeting. Not all such requests will be approved, so it is important not to communicate to a coordinator they will be receiving this designation until you have received clear approval.

The Supervisor of Academic Office Support will notify Chairs and Coordinators, via email, of the upcoming review period and will attach the evaluation form. Upon receiving the evaluation information, the coordinator will schedule, with the SAOS, a date and time for the evaluation. The form is to be filled out by both the Chair and the Coordinator and sent to the SAOS prior to the scheduled feedback meeting. Chairs will receive further instruction on the Annual Evaluation Process during one of the regularly scheduled Chairs' meetings.

#### Guidelines for Chairs

- Schedule regular (at least monthly) meetings with your department Coordinator, and make a point of using those meetings to discuss how things are going.
- If you are seeing performance issues that concern you, do not wait until the annual performance review to reveal your concerns. Contact the Supervisor of Academic Office Support if you have concerns and are unsure how to proceed.
- Hold a meeting with your department's Coordinator approximately six months before the next Annual Performance Review (e.g., in the early fall) to discuss progress towards the goals identified in the previous year's review, and to talk about how you can support your department's Coordinator in achieving those goals. If you are a new chair, you may obtain a copy of the previous year's review from Human Resources.
- Take advantage of the resources for supervisors provided by Human Resources. Resources can be found at [go.middlebury.edu/supervisors](http://go.middlebury.edu/supervisors).
- Consider attending a manager workshop (see [go.middlebury.edu/managers](http://go.middlebury.edu/managers)).



## FACULTY REVIEWS AND CONSULTATIONS

Department Chairs and Program Directors should consult “[C.3. Rules of Appointment and Tenure for Academic Faculty](#)” section of the *Middlebury Handbook* carefully for information regarding their role in reviews of departmental colleagues as well as those who are members of a program. The *Middlebury Handbook* also addresses the Chair's and Director's roles in post-review consultations. The Academic Affairs website contains an expanded section on the Review process at [go/reviews](#). Although faculty under review are the intended audience for this website, Chairs and Directors may find it useful to consult this information as well.

## FACULTY SALARY FORMS

At an annual salary consultation, department chairs will advise the VPAA/DoF in interpreting annual faculty salary forms. Faculty members may be recommended for salary increases based on continuing excellence in teaching effectiveness, scholarly activity, and/or contributions to the work of the College through distinguished service. In their report to the VPAA/DoF, Department chairs are asked to call the VPAA/DoF's attention to faculty members who have distinguished themselves in at least one of these areas by notable or exceptional achievements within the previous year as well as identifying faculty members who may be struggling to meet expectations of College faculty. Although it may occasionally be true that all of the faculty members in any particular department are equally accomplished and hard-working, the input of chairs and directors is most useful if it draws distinctions among individuals.

## NONACADEMIC LEAVES OF ABSENCE AND PAY OPTIONS

During the course of their careers faculty members may need extended time off for reasons such as a new baby, to care for an ailing family member, for one's own medical condition, or for personal reasons. Middlebury provides a number of generous paid leave options - as well as unpaid options - to support benefits-eligible faculty during such life events. As described below, special income benefits are available for new parents (paid parental time) and for faculty members prevented from working by illness or injury (short-term disability and long-term disability). In addition, faculty accrue Faculty Leave Reserve (FLR) hours which can be used for a variety of purposes such as to provide pay when a leave is needed to care for a family member or to supplement partial pay received under one of the special paid leave benefits.

*Notes:*

*Any faculty member on ongoing appointment is eligible to apply for leave in order to meet familial responsibilities. Normally, only one year of familial leave will be allowed outside the regular scheduling of reviews for reappointment, promotion, and tenure. The College will do its best to honor leave requests, but it is incumbent upon the individual requesting such a leave to apply early enough so that the department affected may have time to plan for a replacement or make other arrangements to cover classes.*

*When reviewing this section of the handbook it is important to keep in mind the distinction between a leave of absence and pay. A leave of absence is simply approval to be relieved of work duties for a period of time and is, by default, unpaid time. However, Middlebury offers a number of benefits that can be used to provide a faculty member with pay during an approved leave of absence. Therefore there is a two-part determination when a faculty member requests paid time off. First, a*

*decision by the VPAA/DoF as to whether (and to what extent) the individual is entitled to be released from work, and second a decision – which, depending on the benefit under consideration can fall under the purview of the VPAA/DoF, Human Resources, or one of Middlebury's insurance carriers - as to whether the faculty member is entitled to pay and/or continuation of benefits while relieved of duties.*

### **Family and Medical Leave Act**

The federal Family and Medical Leave Act (FMLA) and similar state leave laws entitle eligible faculty members to unpaid leaves of absence for: the foster placement, birth or adoption of a child; care of self or certain family member(s) with a serious health condition; certain exigencies arising from a family member's call to active military duty; or to care for a family member injured while on active military duty. (See the [Employee Benefits chapter in the Employee Handbook](#) or contact Human Resources for more information.) While the federal law provides for a period of unpaid, job-protected leave, as explained below Middlebury has several benefit programs and policies that provide for pay during certain FMLA-qualifying leaves.

### **Faculty Leave Reserve (FLR) Pay**

Effective July 1, 2017 each benefits-eligible faculty member has a Faculty Leave Reserve (FLR) account; accrued FLR hours can be accessed to provide paid time off for a variety of needs. Faculty accrue 1.54 hours of FLR time each pay period, which results in the addition of one week (40 hours) of FLR time per year of full-time work (accruals are pro-rated for part-time work, except that during FMLA leaves and sabbaticals accruals are not reduced.) *Faculty members hired prior to July 1, 2017 were credited with a beginning balance of one week of FLR for each year of full-time service up to that date.*

Accrued FLR can be utilized for the following reasons:

- Pre- and post-parental-leave portion of semesters for new parents, should they wish to remain fully on leave instead of resuming non-teaching responsibilities.
- To augment the 60% pay received from either the short-term or long-term disability benefit plans and thus remain at full salary.
- Pre- or post-disability portions of semesters when a faculty member has no active disability, arrangements are in place for someone else to cover teaching, and full-time nonteaching duties are not available.
- Any sort of family leave *other than* parental leave that would qualify as FMLA time.
- Any reason that would qualify under the Vermont Earned Sick Time<sup>1</sup> law.

Faculty members wishing to utilize FLR pay will coordinate the request for time off with the VPAA/DoF and then work with Disability/Leave Specialist in Human Resources who will adjust the FLR balances to reflect time used. Faculty members with five or fewer years of service may be allowed, at the discretion of the VPAA/DoF, to go into a negative FLR balance should needs arise that otherwise qualify for FLR but for which a sufficient balance has not accrued. In no event will the new faculty member be able to have a negative balance of more than 200 hours.

Faculty members out on leave who have exhausted their FLR balances (except for certain new faculty, as described above) will be unpaid unless they qualify for short-term or long-term disability, in which case they will be partially paid, typically at 60% of their base salary.

At retirement any accrued, unused FLR time will convert to College-paid medical and dental coverage, as described in the Middlebury College Health and Welfare Summary Plan Description. There is no option to cash-out FLR under any circumstances or to use it for any purpose not specifically covered by the policy.

*<sup>1</sup>The Faculty Leave Reserve Policy complies with the Vermont Earned Sick Leave Law, 21 V.S.A. §§ 481-486 which requires limited paid time away from work for: physical or mental illness, preventative care, or to arrange services related to domestic violence or sexual assault. Time can be for the employee's own need or the needs of: a parent, spouse, child, sibling, parent-in-law, grandchild or foster child.*

## **PARENTAL LEAVES/PARENTAL PAY**

### **Introduction**

Middlebury recognizes the critical importance of bonding time during the period following the birth or adoption of a child. While the federal Family and Medical Leave Act guarantees up to 12 weeks of leave, FMLA is unpaid. In order to provide financial support for faculty members who are welcoming new children to their families Middlebury has several options for paid time, which can be used in conjunction with FMLA time. Available options include: Paid Parental Time, Faculty Leave Reserve, course releases, and – for birth mothers - Short-Term Disability Pay.

### **Paid Parental Time Eligibility**

Paid Parental Time is available to benefits-eligible faculty members while serving as the primary caregiver for a period of time during the first 12 months following the birth or adoption of a child. The definition of ‘primary care-giver’ will vary across family situations, but typically means that throughout the period of Paid Parental Time the parent has principal responsibility for the child for a significant portion of each work day during the work week. In the case of adoptions the benefit applies only when the child being adopted is less than 18 years of age.

### **Paid Parental Time Benefit**

The amount and timing of Faculty Paid Parental Time will vary depending on whether or not the individual applying for the benefit is scheduled to teach during the leave/pay period and whether or not both parents are employees of Middlebury College. The most common scenarios are described below. When situations arise that do not fall into one of these categories, and when unexpected complexities arise, the VPAA/DoF, in his or her sole discretion, will decide to what extent to adapt the Paid Parental Time benefit.

### **Primary Caregiver Scheduled to Teach**

When a child is expected to be born or adopted during a semester in which the parent is scheduled to teach, the faculty member will be relieved of *teaching* duties for the entire semester. Specifically:

When the parent/faculty member is **not** also the birth mother:

- During the first 6 weeks post-birth/adoption a faculty member who is not also a birth mother will not be expected to perform *any* duties, and will receive full salary.

- For the remainder of the semester the faculty member can elect to:
  1. Continue or resume non-teaching duties such as committee work, administrative work, academic advising, and supervision of senior work, in which case he or she will continue to receive full pay, OR
  2. If the faculty member is eligible under the Family and Medical Leave Act (FMLA) he or she can elect to continue leave with no duties generally for up to an additional 6 weeks (contact Human Resources for details), in which case he or she can:
    - a) Use accrued Faculty Leave Reserve to maintain pay, OR
    - b) Be placed on unpaid leave with benefits.

When the parent/faculty member **is** the birth mother:

- During the post-birth period the birth mother is eligible for 6 weeks Paid Parental Time (paid at 100% pay) PLUS a period (typically 4 to 6 weeks) of Short-term Disability Pay (at 60% pay) during which time she will not be expected to perform **any** duties. A faculty member can opt to “supplement” the 60% STD pay with accrued FLR pay to receive up to full salary during the disability portion of the leave.
- For the remainder of the semester the faculty member can elect to:
  1. Continue or resume non-teaching duties such as committee work, administrative work, academic advising, and supervision of senior work, in which case he or she will continue to receive full pay, OR
  2. If the faculty member is eligible under the Family and Medical Leave Act (FMLA) he or she can elect to continue leave with no duties generally for up to an additional 6 weeks (contact Human Resources for details), in which case he or she can:
    - a) Use accrued Faculty Leave Reserve to maintain pay, OR
    - b) Be placed on unpaid leave with benefits.

The following guidelines should be used to determine which semester(s) faculty may be released from teaching duties in the event of a birth or adoption under the policy for faculty scheduled to teach:

<b>For birth or adoption that is expected to occur:</b>	<b>Semester(s) released from teaching:</b>
October 1 - November 30	Fall & Winter Term
December 1 – January 31	Winter Term & Spring
February 1 – May 15	Spring
May 16 – September 30	Fall

### **Primary Caregiver NOT Scheduled to Teach**

If the faculty member is not scheduled to teach during the semester of the parental leave by reason of academic leave, administrative appointment, or other reason, he or she will be eligible for up to 6 weeks of Paid Parental Time after the birth or adoption, assuming he or she will be the primary caregiver during this period. If the faculty member is eligible under the Family and Medical Leave Act (FMLA) he or she can elect to *continue leave with no duties* generally for up to an additional 6 weeks (contact Human Resources for details), in which case he or she would be placed on unpaid leave with benefits, OR can opt to use Faculty Leave Reserve to maintain paid status. Birth mothers will also be eligible for an additional period of Short-Term Disability pay.

### **Both Parents Employed by Middlebury College**

**Two-Faculty Couples:** In situations in which both parents are Middlebury faculty, and both are eligible under the College's Paid Parental Time policy, the faculty members will allocate between themselves, in consultation with the VPAA/DoF, a maximum of 12 weeks of Paid Parental Time. This means, in situations in which one parent receives a full-semester of paid leave, the other parent will *not* be eligible for Paid Parental Time. However, in this case the parent receiving the full semester leave will not be expected to resume non-teaching duties after 6 weeks or use Faculty Leave Reserve; instead he or she will receive a full 12 weeks of Paid Parental Time with full work release.

In cases where neither parent is receiving the full semester leave (because of academic leaves and/or administrative appointments, for example), each may take up to 6 weeks of full Paid Parental Time, with no duties required. The timing of the leave for the first parent to take a leave will obviously be tied to the date of the birth or adoption of the child. However, the timing of the Paid Parental Time (if any) for the second parent/employee is at the discretion of the VPAA/DoF, and would generally be timed so as not to disrupt a full academic semester. (Many secondary Paid Parental Time leaves will be granted during J-Term, for example.) As an alternative, the second Faculty parent could request a course release to be used within 12 months of the birth/adoption. Approval of a course release would be at the discretion of the VPAA/DoF.

*In either case the birth mother will also be eligible for an additional period of paid Short-Term Disability pay.*

**Faculty/Staff Couples:** In situations where one parent is a member of the faculty and the other of the staff there are several possible scenarios for the Faculty parent:

- Faculty Parent who is scheduled to teach takes the initial leave: A faculty member who is scheduled to teach during the semester in which the new child arrives/is scheduled to arrive will be eligible for a teaching release and pay as described in the “*Primary Caregiver Scheduled to Teach*” section, above.
- Faculty Parent who is NOT scheduled to teach takes the initial leave: A faculty member who is not scheduled to teach by reason of academic leave, administrative appointment, or other reason, and who will be the initial primary caregiver will be eligible for up to 6 weeks of Paid Parental Time immediately after the birth or adoption. If the parent is also the birth mother she will be eligible for an additional period of Short-Term Disability pay.
- Faculty Parent who takes a leave after the staff parent has used Staff Paid Parental Leave: When the staff parent takes parental leave first, a faculty spouse/partner (who subsequently qualifies as the primary caregiver) may take up to 6 weeks of fully paid parental leave, with no duties required. However, the timing of this Paid Parental Time leave is at the discretion of the VPAA/DoF, and would generally be timed so as not to disrupt a full academic semester—during

J-term, for example. As an alternative, the Faculty parent could request a course release to be used within 12 months of the birth/adoption. Approval of a course release would be at the discretion of the VPAA/DoF.

*In all cases a faculty member qualifying under the FMLA or similar state law is entitled to up to 12 weeks of leave within a year of the birth/adoption. Such leave can be a combination of Paid Parental Time, Short-Term Disability pay, FLR, course release time, or unpaid time.*

### **Adoptive families**

Recognizing that it can be very difficult to predict precisely when a child being adopted will be placed in the home, the VPAA/DoF will work closely with faculty who are adoptive parents to apply the provisions of this policy to their particular circumstances. Generally speaking, faculty who receive their child within a teaching semester during which they have not made previous arrangements for work release under this policy, can elect to be relieved of all non-teaching duties immediately upon the arrival of the child, provided they qualify as primary caregiver. In these cases, the faculty member would be granted Paid Parental Time in the subsequent semester, under the terms described previously. *In all cases a faculty member qualifying for FMLA leave is immediately entitled to up to 12 weeks of unpaid FMLA leave, and may use accrued FLR, in addition to the Paid Parental Time described above.*

### **Effect of Leave on Tenure Review Schedule**

If a faculty member in a regular appointment is released from teaching for a parental leave under this policy, that faculty member's review schedule will be postponed by one semester, unless the faculty member requests that the schedule not be so postponed. Please note: Parental leaves do not automatically postpone an academic leave. Any change to the leave schedule should be discussed with the VPAA/DoF.

## **DISABILITY (MEDICAL) LEAVES/PAY**

### **Introduction**

Faculty who find that they need a leave of more than three days for medical reasons should arrange to meet with or otherwise contact the VPAA/DoF as soon as possible.

Middlebury College provides two income replacement programs for faculty members unable to work due to disability. The VPAA/DoF will work with the faculty member and Human Resources to make any necessary FMLA leave and disability pay arrangements and to ensure a smooth transition for the faculty member to and from disability status.

Details about the benefits available to faculty needing short- or long-term medical leaves or FMLA leave can be obtained by contacting Human Resources (x 5465) or from the Human Resources web site: <http://www.middlebury.edu/offices/business/hr/staffandfaculty/benefits>.

### **Short-term Disability Pay**

Middlebury provides a self-insured, employer-paid short-term disability (STD) benefit which is accessible by faculty members prevented from working due to a qualifying illness or injury. After a two-week elimination period STD pays 60% of pre-disability wages\* for up to 26 weeks. Full details on the benefit can be found in the Middlebury Health and Welfare Summary Plan Description (available online or from the Human Resources Office).



### Long-term Disability Pay

Middlebury provides a fully-insured, employer-paid long-term disability (LTD) benefit which is available to faculty members unable to work for an extended period of time. LTD provides income replacement of 60% of pre-disability wages\* during a qualifying and approved disability (see the Middlebury College Health and Welfare Benefit Plan Summary Plan Description or contact Human Resources for details about this plan).

*\*In order to receive disability pay a faculty member **must** file a disability application (available from the Human Resources Department) in a timely manner; failure to do so will result in a delay or even loss of eligibility for income replacement benefits. We cannot make exceptions to this requirement.*

### Supplementing Disability Pay using Faculty Leave Reserve

Faculty may arrange to use accrued Faculty Leave Reserve to augment the 60% short-term or long-term disability income replacement benefit as well as during the elimination period for STD, thus remaining at full salary. Arrangements to do so can be made through the Disability/Leave Specialist in the Human Resources Department.

### Timetable of Disability Pay, Benefits, and Status

Many factors, such as a faculty member's length of service, current benefit elections, full or partial disability status, etc. can affect the timeline of pay, benefits, and faculty status during a period of disability. The VPAA/DoF and Human Resources work together to communicate specific timeline information to faculty members unable to work due to a medical condition. The chart below illustrates the most straight-forward scenario: it assumes a faculty member with multiple years of service, tenure/tenure track status, current enrollment in employee benefits and full (not partial) disability.

#### Sample Disability Timeline for Tenured or Tenure Track Faculty

Time <i>(from onset of disability)</i>	Faculty Status	Pay <i>(level and source)</i>	Benefits Eligibility	FMLA Coverage
0-3 months	Active, on medical leave	100% of salary:  <i>Short-Term Disability pays 60% of weeks 3-12, use accrued Faculty Leave Reserve to cover two-week elimination period and to bring to 100% of pay for full period of disability</i>	Regular employee benefits continue	FMLA period
3-6 months	Active, on medical leave	100% of salary:  <i>Short-Term Disability pays 60% throughout, use accrued Faculty</i>	Regular employee benefits continue	FMLA ends when individual has been absent

		<i>Leave Reserve to bring to 100% of pay</i>		from work for 12 weeks
6-12 months	Active, on medical leave	60% of salary paid by LTD; up to 40% covered by accrued Faculty Leave Reserve	Regular employee benefits continue	Not available
12-24 months	Temporary Inactive status, on medical leave	60% of pre-disability wages paid by LTD. Use available accrued Faculty Leave Reserve for up to 40% of pay.	Continuation of Medical, Dental & Vision benefits; no longer considered “actively employed” under LTD and Life insurance policies. Life Insurance may be converted, ported or may qualify for Life Waiver of Premium.	Not Available
>24 months	Disability retirement status	60% of pre-disability wages paid by LTD until normal retirement age or no longer disabled	Medical/Dental/Vision eligibility similar to emeritus faculty. Period of College-paid individual coverage based on years of service (max 29 months.	N/A

*This chart is provided for illustrative purposes only. Specific circumstances should be discussed with the VPAA/DoF and Human Resources.*

### **Other Unpaid Leaves**

Faculty members on ongoing appointments are eligible to apply for leave for personal reasons. Such leaves are without pay and benefits and will usually last for a minimum of one semester and a maximum of one year. Normally, only one year of personal leave will be outside the regular scheduling of reviews for reappointment, promotion, and tenure.

The College will do its best to honor such requests, but it is incumbent upon the individual wishing such a leave to apply early enough so that the department affected may have time to plan for a replacement or make alternative arrangements for covering classes.

### **Vermont Earned Sick Time (VEST) for Non-regular Faculty**

Faculty members who are otherwise classified as non-benefits-eligible are provided with a paid time off benefit under the Vermont Earned Sick Leave Law, 21 V.S.A. §§ 481-486. VEST allows for certain paid time away from work for: physical or mental illness, preventative care, or to arrange services related to domestic violence or sexual assault. Time can be for the employee’s own need or the needs of: a parent, spouse, child, sibling, parent-in-law, grandchild or foster child. See the VEST Policy in the Employee Handbook for details.



## MENTORING NEW FACULTY

### Faculty Expectations – Guidelines

The following is a list of expectations and guidelines, intended to serve as a practical guide for Chairs to use in mentoring and advising their colleagues. The Academic Affairs website contains information for new faculty at <http://www.middlebury.edu/academics/administration/newfaculty>. For general expectations of faculty members at Middlebury, please see section II.C. of the [Middlebury Handbook](#) under Rules of Appointment C.3.1.b. “[Principles](#)” and the “[Teaching Expectations and Curricular Planning](#)” page of the Academic Affairs website.

- In addition to attendance at meetings of the faculty, faculty are expected to participate in significant all-College events such as Commencement, Convocation, and faculty-related events during Fall Family Weekends. The College will pay for the cost of rental of academic regalia for full-time junior faculty. The College Store offers an interest-free loan program, open to all faculty, to support the purchase of academic regalia. Contact the College Store (x2673) for more information.
- Teaching responsibilities for full-time faculty members are expected to include, on average, 4.5 course preparations, 18 contact hours, and 90 enrolled students per academic year, as averaged over 4 years. These numbers represent a total of Fall, Winter, and Spring terms. The teaching responsibilities are explained in more detail in the section of the Chairs’ Handbook on Teaching Expectations. Colleagues on regular appointment at all ranks are expected to share equally in teaching and advising, including independent and senior work, and to share in the day-to-day tasks necessary for the administration of our academic programs. *Middlebury Faculty who are not scheduled to teach during Winter Term are expected to be present on campus and to carry out normal duties such as advising students, supervising senior theses, participating in departmental governance, and serving on faculty committees. Winter Term released time is not to be considered an academic leave. Significant absences from campus during winter term require permission from the Dean of the Faculty.*
- Faculty are expected to be available (i. e., either on campus, by phone or where appropriate by e-mail), for advising, consultation, committee work, etc., on the days when College classes meet. Faculty are expected to hold at least three **regularly scheduled office hours** per week, arranged so as not to fall in the same course time slot. These should be announced on their syllabus, and posted in their Directory information online. To post office hours online, go to the Directory and select “Change Information.” After logging on, you will be able to list your office hours for the current semester. Colleagues are encouraged to add “and by appointment” to their office hours because they are expected to meet students by appointment when necessary.
- Faculty who need to miss a class for illness or travel are encouraged to ask a colleague to replace them for a day. When one cannot be appropriately replaced by a colleague, any missed classes should be made up promptly and at times that do not unduly interfere with the other demands on students’ time. Faculty who anticipate missing a significant amount of class time (more than three classes or five working days) due to illness or other circumstances should contact the VPAA/DoF. Chairs should refer colleagues confronting serious medical issues—those that require missing more than a week of class—to the Dean of the Faculty, who can make sure that they are aware of our policies for short-term and long-term disability.

- College regulations allow for "the equivalent of four days per month" maximum for external consulting--see the policy on consulting and outside employment in the *Faculty Handbook*. Consulting opportunities that require greater time commitments approved in advance by the VPAA/DoF. Such consulting should not interfere with the normal class schedule. All consulting obligations that involve contractual arrangements or continuing commitments must be approved by the VPAA/DoF.
- Faculty should make clear at the outset of their courses what their expectations are in terms of attendance/absences, graded work (including format, citations, and submission dates), examinations and final examinations. (See the "[B.1. Academic Policies](#)" section of the *Middlebury Handbook* for guidelines.) They should also make a point to remind students of the College policy on plagiarism, and the Honor Code.
- Course materials that students are expected to purchase should be used thoroughly in the course. In cases where only partial use is likely, there is the option of using the electronic reserve system ([go.middlebury.edu/eres](http://go.middlebury.edu/eres)) at the Library, or of creating a course pack containing the necessary excerpts of books (information is available through the College Store).

*In addition to the guidelines for all faculty (above), the information below should also be shared with new faculty.*

Colleagues new to Middlebury should discuss grading practices with experienced colleagues early in the term. (A table of grade distribution by department is circulated to faculty every year, and may provide a useful starting point for discussion of departmental grading practices.) Graded work should be returned to students *promptly* while it may still have pedagogical significance. As a general rule of thumb, assignments of a particular type should be returned with feedback *before* the next assignment of that type is due. Chairs should make sure that new faculty are familiar with the process for submitting grades, and the requirement that grades be submitted promptly on Banner at the end of the semester.

Students should have some sense of their progress in a course prior to the drop-add deadline at the end of the fifth week of classes (seventh week for first-year students in their first semester). Students in serious difficulty should be referred to their dean and made aware of academic resources available through the Center for Teaching, Learning and Research (CTLR). Although faculty are not required to issue course warnings, we strongly encourage faculty to do so in order to insure that deans are aware of students who are struggling. Chairs should highlight the importance of course warnings to new faculty.

If a final exam is to be given, students should be so notified at the outset of the course. No final exams are allowed in the final week of class.

Cancellation of classes immediately prior to or following a vacation almost always places unfair pressure on other colleagues to do the same, and should occur only in an emergency.

New faculty are strongly encouraged to get an early sense of how their courses are progressing. Possible ways to do so include: having students provide informal written feedback in class (preferably anonymous and written), e.g., after a month of class and in order to allow time for modifications before the official course response forms are completed at the end of the course; having one's course videotaped for purposes of self-assessment; observation of others' teaching, or of one's own classes by a colleague from within or outside the department (such observation occurs only at the invitation of the individual who wishes to be observed).

Colleagues are particularly encouraged to familiarize themselves with the College policies on the following: "[\*Alcohol and Other Drugs\*](#)," "[\*Academic Honesty, the Honor Code, and Related Disciplinary Policies\*](#)," "[\*Anti-harassment/Discrimination Policy\*](#)," "[\*Americans with Disabilities Act Policy\*](#)," and "[\*Rules of Appointment and Tenure for Academic Faculty\*](#)," all available in the [\*Middlebury Handbook\*](#). New Faculty will receive information on many of these policies during orientation, but chairs are encouraged to follow up with them in case they have questions.

### **Mentoring in the Department**

Chairs play an important role in mentoring junior colleagues, particularly new faculty. The College has a Faculty Mentor program (see below), in which new faculty are assigned to mentoring groups, but that program explicitly avoids pairing new faculty with colleagues from the same department. This leaves an important role for chairs/directors in mentoring new faculty. Chairs/Directors are encouraged to identify a specific individual in the department—who may or may not be the chair—to mentor new faculty. In addition to providing mentoring and guidance about the review process, including discussions of departmental expectations about scholarship, these mentoring responsibilities may include the following kinds of activities. Further information and suggestions about mentoring can be found below and in the Retention section at the end of the Recruiting section.

- Introduce new faculty colleagues to other members of the department. The VPAA/DoF may be able to make funds available to support building open houses to introduce new colleagues to the denizens of their building.
- Identify a colleague responsible for accompanying a new faculty colleague to his or her first faculty meeting. This colleague might also consider bringing the new faculty member up to speed on any issues likely to be discussed that are carried over from the previous year.
- Meet with new faculty members early to discuss the expectations for faculty at Middlebury (e.g., by going through the Faculty Expectations section of this handbook).
- Discuss departmental practices with respect to constructing syllabi: What information is common to include in your department? What statements about the Honor Code do you expect syllabi to contain?
- Discuss departmental grading practices, and share the departmental GPA data (provided every year) with new colleagues.
- Encourage your new colleagues to think about mechanisms for soliciting feedback on courses partway through the semester (e.g., through anonymous mid-term surveys of students), and advise them on how they might seek out feedback on their teaching, if they so wish (e.g., having a class videotaped, inviting colleagues to visit a class). Note that you cannot require a new colleague to undertake these activities (outside the requirements of the review process, of course), but you can make yourself available should your colleagues wish to seek your feedback.
- Don't assume that you know the kinds of support your new colleague may want; provide your new colleague with opportunities to ask questions of you.

- Part of mentoring is helping a new colleague identify their own network of support, so offer to make introductions to others on campus who might be important sources of mentoring, or with whom your new colleague shares a teaching or scholarly interest.

### **Course Response Forms**

In addition to using Course Response Forms (CRFs) in the formal review process, chairs are encouraged to use CRFs in the mentoring process, especially for new faculty and those who will be under review in the near future. Chairs now have online access to course response forms (CRFs) beginning Winter Term 2012 (prior years are available in some cases) for their departmental colleagues. This is normally set up automatically. In order to login, go to: <https://CRFAccess.middlebury.edu/reader/>. You will be prompted to enter your login information used to access your Middlebury email.

If you find that someone is missing from the list of CRFs that you can see, please contact the office of the VPAA/DoF and it will be corrected. If you will be writing for the programmatic portion of a review as the director, you should automatically get access to the CRFs for programmatic courses.

You should also remind your departmental colleagues that we now allow faculty to designate a “CRF-optional” course once every two years. The faculty member must have completed the equivalent of two years of full-time teaching in order to do so. In these cases, the faculty member can review the forms and decide whether to include them in the administration’s file.

There is a growing recognition of the limitations in Course Response Forms, and the biases that they can reflect, particularly for women and faculty of color. Chairs are encouraged to familiarize themselves with the scholarship on student evaluations, so as to be able to address this topic with new colleagues. The Chief Diversity Officer and the VPAA/DoF can provide a list of references on request.

### **Mentoring Program**

All new faculty are assigned to mentoring groups when they arrive at Middlebury. These groups are constructed so that new faculty are paired up with established colleagues from outside their department. A typical group will have 2 or 3 new faculty and 2 or 3 established faculty, including both untenured and tenured colleagues. Mentoring groups are encouraged to meet monthly during the first year, and may choose to continue to meet after the first year.

## **MENTORING FOR LONG-TERM RETENTION**

The recruiting manual provides an overview of mentoring practices designed to assist with the transition to the Middlebury College faculty. These serve as a foundation for mentoring over the long term as well, and chairs/directors are encouraged to review them even if you are *not* recruiting this year. Department chairs and program directors are in a unique position to check in with junior colleagues from time to time, and to serve as mentors—or as a resource to help junior colleagues identify mentors elsewhere on campus. A network of mentors can be critical for helping faculty to navigate the tenure process, resolve complicated issues of work/life balance, and devise a successful and gratifying career trajectory. Chairs/Directors should keep in mind that junior faculty may need to be mentored around mentoring—urged to take an active role in seeking out mentors at the college (and beyond).

### **Resources for mentoring and the tenure process**

- Chairs and Directors should be familiar with the review process, and take full advantage of the mentoring opportunities within that process.
  - *Professional consultation:* This occurs during a candidate's second year, and is an important for the chair/director and another senior colleague to visit a class and provide feedback on teaching.
  - *Post-review consultation:* Following a successful First Review, chairs and directors meet with the candidate and the dean for faculty development and research to discuss the review, and to look ahead to the tenure review. This meeting provides an opportunity to invite questions and begin a conversation about the faculty member's trajectory towards tenure.
- The Academic Administration has compiled information and FAQs about the review process at [go/reviews](http://go/reviews), which contains both the Handbook language around reviews, and helpful suggestions contributed by former members of the COR. Although it is designed to be helpful to those under review, Chairs/Directors may also find it to be a useful resource.

### **Resources for mentoring and work/life balance**

- Spousal employment concerns are a significant challenge for many faculty, and are one of the major reasons why faculty choose to leave Middlebury. Chairs/Directors should be familiar with our spousal employment policy found in the Spouse/Partner Employment Guidelines section of this handbook.
- Faculty with concerns about spousal employment can be referred to the VPAA/DoF (for spouses seeking faculty positions) or Asst. VP of HR for Academic Administration, Cathy Vincent (for spouses seeking non-faculty positions).
- There are resources about Work/Life balance available on the web at <http://www.middlebury.edu/academics/administration/worklife>

### **General resources and readings about mentoring**

- *Why Mentors Matter.* The Chronicle of Higher Education, July 25, 2014; Pages A4-A8.
- *Giving and Getting Career Advice* (The University of Michigan): <http://www.advance.rackham.umich.edu/career%20advising.pdf>
- Mentoring resources from the University of Massachusetts Center for Teaching & Faculty Development: <http://www.umass.edu/ctfd/mentoring/resources.shtml>
- Top Ten Things New Faculty Would Like to Hear From Colleagues <http://academicladder.com/top-ten-things-new-faculty-members-would-like-to-hear-from-colleagues>

## **TEACHING ASSISTANTS**

As a result of COVID-19 protocols, the language TA program has been modified for the academic year.

Middlebury College's Assistants in Language are often referred to on campus as Teaching Assistants (TAs). The Teaching Assistant (TA) program is expected to be a 1-year program with the educational objective and purpose of learning about and contributing to the teaching of languages at a U.S. liberal arts institution. Program dates typically run from late August to the day after Commencement in May. On occasion, there may be circumstances when a Language Department Chair may seek an extension for the TA beyond one academic year. An extension must be approved by the Vice President of Academic Affairs /Dean of Faculty (VPAA/DoF) and International Student & Scholar Services (ISSS) in advance of the Department Chair moving forward with an offer of extension. In addition, an extension may not be feasible based on an individual TA's ability to qualify. Extensions must be processed before the program end date on the DS-2019 visa document.

All Teaching Assistants (TAs) in the languages are considered to be part-time faculty (change to staff?) in the BANNER (change to HCM) administrative information system. TAs are selected by the Language Department Chairs and are hired by the VPAA/DoF since the TAs support the academic program.

Most people hired for the TA position are Foreign Nationals and need visa sponsorship. Middlebury College typically uses the J-1 Exchange Visitor visa program category "University & College Students/Non-degree" to bring to the U.S. any TAs who require a visa status to enter the U.S. to participate in the TA program.

**Arrival Information:** TAs will be asked to arrive about two weeks before the start of Fall Term classes so that they may participate in the New Faculty Orientation and Faculty Meetings. This arrival date also allows time for the TAs to attend a required orientation program, coordinated by ISSS, and to be prepared by their departments to assist the department once classes begin.

Department Chairs will make arrangements for the pick-up of their TA from the airport. Travel for the TAs is covered by the recruiting budget. Therefore, if the TA needs assistance with travel from Burlington to Middlebury, Department Chairs may charge the recruiting budget for that expense. We encourage you to use Middlebury Transit, which may reduce costs if they are meeting others coming to Middlebury at the same time. Visit <http://demo.cmgnh.com/> for more information about Middlebury Transit services. (You may also consider other transportation services, including AA Taxi, which offers a flat-rate price from Burlington to campus and can be paid for using a P-card.) Alternatively, you or your designate may seek reimbursement for mileage if you/the designate choose to meet your TA at the airport.

Specific details about the arrival dates will be communicated to the TAs via email and with their visa documentation. The Department Chair and Coordinator will also be informed.

**Housing Information & Keys:** TAs live in special interest housing in Language Houses located on campus. The Residential Systems Coordinator (*this needs to be verified with the recent changes in Residence Life/Student Affairs*), will house all TAs in pre-determined rooms within the Language Houses. The Language House Faculty Advisor will provide him/her a list of undergraduate students who will live in the house with the TA and this list will be shared with the TA.

Through pre-arrival information, the TA will be informed about obtaining the key code or how to obtain keys at the Public Safety Office. The Residential Systems Coordinator (*verify*), will communicate with Public Safety regarding key access for the TAs. (Note: Department office keys, if necessary, should be requested and distributed by the Department Coordinator.)



**Linens and Furnishings:** The TA's room will be equipped with a bed, furnishings, and lighting. The Custodial Department will provide linens (including towels, sheets, blankets and a pillow). It should be understood that these items must remain in the room when the student leaves campus at the end of the year.

**Meals:** TAs may eat in any of the dining halls on campus. The TA names are included in the early arrival list and may access meals in the dining hall prior to the start of classes.

**ID Cards:** The TA will be able to receive a Middlebury College identification "ID" card at Public Safety approximately 48 hours after he/she has checked in with ISSS and completed necessary paperwork at the Human Resources Office. This ID card is used for identification purposes on campus and to gain entrance to campus events that are open to campus ID holders.

**Orientation:** International Student and Scholar Services (ISSS) coordinates an orientation program for the TAs. (The U.S. Department of State requires that sponsors must offer individuals in J-1 Exchange Visitor status an orientation to campus and to their roles.) ISSS is located in the Service Building (2<sup>nd</sup> Floor). To comply with U.S. Government procedures, each TA must meet with ISSS staff upon arrival to check in so ISSS can validate their record in the Student & Exchange Visitor Information System (SEVIS). The TA will need to bring the following documents (if applicable) to the TA Orientation: original Form DS-2019 (the form used to obtain a U.S. visa) and a valid passport. ISSS will assist the TAs with accessing their electronic I-94 arrival/departure records. ISSS will communicate directly with the TAs and will also notify the Department Chairs and Coordinators of the time and date of this meeting. All first-time TAs must attend Orientation. If any TAs are approved for a one-year extension, s/he will be expected to assist ISSS with orientation for the new TAs. *(NOTE: ISSS is adjusting the Fall 2020 orientation to address all the TAs regardless of immigration status.)*

*(Kas is suggesting adding the below section but still leaving the enrollment requirement information under the J1 section below. Separating the enrollment out from immigration requirements emphasizes it as a requirement of the program and not just the immigration status.)*

**Course Enrollment:** The TA is required to enroll, attend, and successfully complete at least 2 credit-bearing courses (at least 1 course each in the Fall and Spring terms). The purpose in taking the courses is for the TAs to learn about and contribute to the teaching of languages as a U.S. liberal arts institution. The courses must be taken at Middlebury College and cannot be distance education or on-line courses. Permission may be obtained to take up to 2 courses per term maximum, if so desired, as long as the courses do not interfere with their other TA program duties. Enrollment in Winter Term courses is not required but is allowed. Note the language departments may have TAs assist with departmental Winter Term offerings.

The Department Chair will serve as the TA's academic advisor. This faculty member will meet with TA to answer questions about course selections and expectations prior to registration. Course registration occurs during orientation after the TA arrives on campus. Please note that TAs cannot register online as other students do. Instead, they must use add/drop cards to register for any courses. *(Kas moved this paragraph here from the J1 section – it was the last paragraph of that section).*

**Employment Eligibility and Required Paperwork:** Any employment issues for the Language Department Teaching Assistants should be addressed with the Human Resources Office or ISSS.

U.S. employers must verify the employment eligibility and identity of all employees hired to work in

the United States. To comply with the law, employees are required to complete an I-9 Employment Eligibility Verification form. The TAs will complete this form at the Human Resources Office during the orientation.

Anyone who legally works in the United States needs a Social Security Number (SSN) in order for the Social Security Administration (SSA) to apply social security and Medicare payments made by the employer on behalf of the employee to the right account in the employee's name. The SSN may also be used as an identification number for taxes and other purposes. Foreign nationals are eligible to receive an SSN if they have permission to work. Generally, F, J, H, TN, O, P visa holders are allowed to apply for a social security number as long as they are authorized to work in the U.S.

If your TA arrives without an SSN, s/he will need to apply for one. ISSS will facilitate a trip to the SSA office located at 58 Pearl Street in Burlington. If the TA misses the opportunity, s/he will need to make arrangements on her/his own to go to Burlington to apply for an SSN. The SSA office is open Monday through Friday, and office hours vary per day. The phone number is: 877-840-5776. For more information about obtaining an SSN, please see the [ISSS website FAQ](#) on this topic. There are certain documents the TA will need to bring to the SSA office to apply for the number. TAs should meet with an ISSS Advisor to ensure they have the appropriate documentation before visiting the Social Security Administration office.

The Middlebury Tax Office will contact the TAs who are foreign nationals regarding their tax status as a non-resident alien and will instruct them on the necessary forms to complete. All new employees complete a W-4 tax withholding form in the Human Resources Office when they arrive on campus. Paychecks will be sent to the TA's campus address on the regular bi-weekly pay schedule.

**J-1 Student (Non-Degree) Exchange Visitor Requirements:** Pursuant to J-1 student visa regulations and to maintain their immigration status, TAs are required to:

- a. Limit employment to no more than 20 hours per week. These hours would include the TA's language assistant duties for the department as well as their language house duties. If there is a desire or need to expand the TA duties beyond 20 hours per week, please contact ISSS in advance to determine if it would be allowed under the J-1 regulations and Middlebury policy.
- b. Enroll in, attend, and successfully complete at least 2 credit-bearing courses at Middlebury College (at least 1 course each for Fall and Spring terms). The courses must be taken at Middlebury College and cannot be distance education or on-line courses. This is the prescribed course of study for TAs at Middlebury College.

Failing to adhere to these requirements would likely result in serious consequences. This could result in the TA falling out of good standing with Middlebury College and would likely affect the TA's visa status and their ability to continue in the capacity of TA.

**Medical Insurance:** J-1 visa holders and TAs are required to have insurance. TAs are covered under the student insurance policy. The Dean of Faculty Office coordinates enrollment of the TAs in the student insurance program. Each TA will receive online access to an identification card from Gallagher Student Health and Special Risk insurance to present when pursuing care at an off-campus medical facility.



**Photocopy Access:** Prior to the Fall Term, the Department Coordinator should send an email request to [printermanagement@middlebury.edu](mailto:printermanagement@middlebury.edu) or call x5700 to program the TA's ID number into the appropriate photocopiers for departmental business, if the printer requires it.

**House Budgets:** The TA will work with the Department Chair or designated faculty member regarding Language House programmatic plans and implementation. As of Fiscal Year 2019, the Department Chair is the budget administrator for the House funds for their language house. The Department Coordinator will process vouchers for payment of invoices or reimbursement of expenses for eligible house expenses submitted with receipts. Department Coordinators assist with budget management and facilitate the processing of payments; they are not responsible for approving or facilitating House programs.

**Residential Life:** The Senior Associate Dean of Students, oversees campus housing and the student residential life staff program for the undergraduate college. Five Residential Directors assist him with these responsibilities. Community Assistants (CAs) are undergraduates on the residential life staff who work with the Language Houses and TAs. The Senior Associate Dean of Students and the Residential Directors are the contacts for housing and residential life matters for the Language Houses. *(Need to verify this information due to all the recent and upcoming changes in Residential Life/Student Affairs.)*

## 2020-2021 CONTACTS

### ADMINISTRATIVE OFFICERS AND TELEPHONE NUMBERS

President, Laurie L. Patton (5400)

Executive Vice President and Provost, Jeff Cason (5404)

Executive Vice President Finance & Administration, David Provost (5699)

Vice President for Academic Affairs and Dean of the Faculty, Sujata Moorti (5735)

Vice President for Academic Affairs and Dean of the Language Schools, Steve Snyder (5745)

Vice President for Human Resources and Chief Risk Officer, Karen Miller (5275)

Dean of Students, Derek Doucet (3108)

Vice President for Academic Affairs and Dean of the Institute, Jeff Dayton-Johnson in Monterey, California (831-647-4647)

Assistant Vice President and Chief Information Officer for Information Technology Services, Vijay Menta (2929)

Dean of International Programs, Carlos Velez (5745)

Chief Diversity Officer, Miguel Fernandez (5792)

Dean of Curriculum, Suzanne Gurland (5323)

Dean of Environmental Affairs, Jack Byrne (5043)

Dean for Faculty Development and Research, Jim Ralph (5320)

Dean of the Library, Mike Roy (5490)

Associate Dean of the Arts, Pieter Broucke (5227)

Associate Dean of the Sciences, Rick Bunt (2559)

Co-Director of the Humanities, Febe Armanios (5212) (on leave for the 20-21 AY)

Co-Director of the Humanities, Marion Wells (2443)

### *Information Sources*

#### **Handbooks**

The [\*Middlebury Handbook\*](#) for questions concerning College benefits; for information on faculty organization, regulations, and procedures; and for questions concerning student regulations and procedures.

[\*Handbook for New Faculty\*](#) for general information about academic issues.

### **Residential/Student Life Contacts**

Derek Doucet, Dean of Students, X3108

AJ Place, Associate Dean of Students for Residential Life, X3320

Scott Barnicle, Student Life Dean, X3310

Matt Longman, Student Life Dean, X3350

Emily Van Mistri, Student Life Dean, X3340

## **RECRUITING**

2020-2021

(September 2020 version)

See table of contents at the beginning of this document.

## A MESSAGE FROM THE VPAA/DOF

Recruiting and mentoring new faculty is among the most important tasks that a Department Chair or Program Director oversees. Our goal in faculty recruiting is to bring excellent teacher-scholars to Middlebury: to attract and retain individuals who will embrace the opportunity to contribute to the College's mission of engaging "students' capacity for rigorous analysis and independent thought" and cultivating "the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community" ([go.middlebury.edu/mission](http://go.middlebury.edu/mission)).

Faculty recruiting is also guided by the College's long-standing commitment to recruit and retain a diverse faculty. As each advertisement states, we are "committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body." Refining our recruiting practices in light of our goal of diversifying the faculty has been a major emphasis over the past several years, and our recruiting practices have continued to evolve and improve as we have implemented best practices in this area.

Many of the ideas suggested in this manual build on the wisdom of past search committees (including some of you!), guidance from the AAC & U, and insights from other liberal arts colleges. This document will continue to evolve over time, as we explore the best approaches to recruitment and retention. As a result of health regulations associated with COVID-19, the College has altered a significant number of recruitment-related policies. These are temporary changes and as overall health conditions shift, so will these policies. As always, I welcome your input, questions, and feedback on the contents.

Best wishes for a successful recruiting season,



Sujata Moorti  
Vice President for Academic Affairs/Dean of Faculty

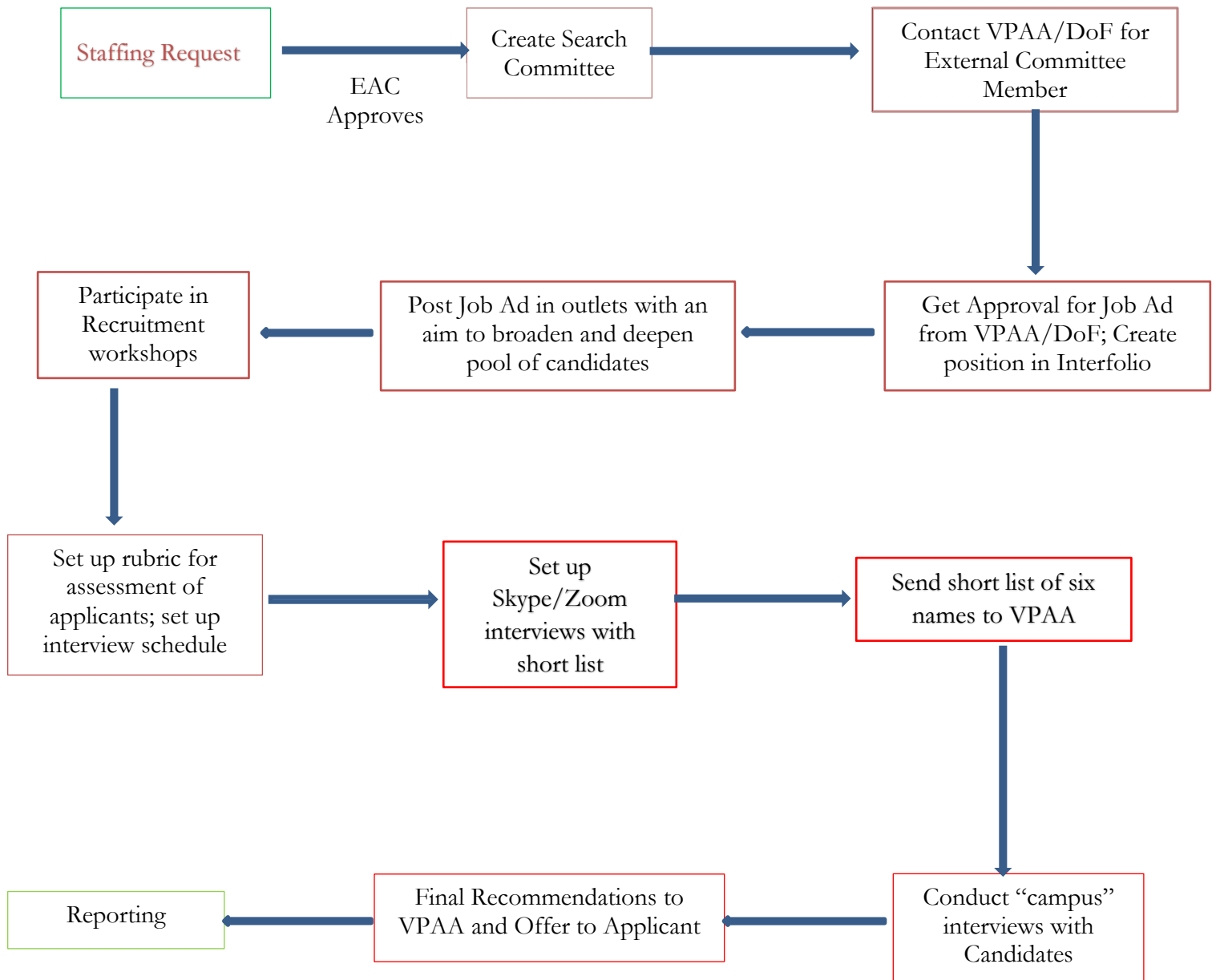
## DIVERSIFYING THE FACULTY

*Diversifying the faculty is an ongoing process that is an integral part of what we do as a college.* Measurable change in the demographic composition of our faculty is of critical importance to our efforts, but it is not the sole criterion by which we will gauge our progress. Success will also be reflected in our ability to create a professional environment where all members are able to be their true selves and excel at what they do. It will also be reflected in our curriculum and how we teach.

*We define diversity broadly, recognizing that multiple forms of difference contribute to the vitality of our intellectual community.* The diversity of our community is defined by the breadth of demographic and personal characteristics within our faculty: race, ethnicity, nationality, disability status, gender, sexuality, socioeconomic status. This diversity is complemented by the plurality of beliefs and attitudes held by our faculty: our religious beliefs, political or ideological orientations, the intellectual traditions that have shaped our scholarly training.

*Diversity is an attribute of a community.* All of us contribute to creating a diverse faculty; all of us contribute to creating a community that is open to and supportive of all of its members. Achieving a diverse and inclusive faculty community means improving our recruitment and retention practices in order to expand the ranks of faculty from historically underrepresented backgrounds. In working towards the goal of a more diverse faculty, we also acknowledge that a truly diverse community must have an expansive sense of itself, and a recognition that as who we are as a faculty changes, so, too, must our ways of being together as a community.

*Our commitment to diversity is motivated by the belief that a diverse faculty is best able to pursue our mission as an academic institution.* A diverse faculty, one that encompasses individuals from many different backgrounds, is best able to achieve our mission as a global liberal arts institution, and best able to challenge our students by presenting them with viewpoints and perspectives different from the ones they have brought to college. A diverse faculty, and a diversity of classroom experiences, is best able to prepare our students for the challenge of engaging a diverse, globally connected society. A diverse faculty, one that reflects the diversity of our student body, is best able to support and mentor our students. Given our goal of attracting the very best faculty, it is crucial that our searches begin with a broad and deep applicant pool; it is crucial that we not unintentionally discourage potentially excellent candidates from applying by erecting barriers to participation. The goal of recruiting a diverse faculty is thus part and parcel of the goal of recruiting the very best faculty.



## STAFFING REQUESTS

In every instance where a department wishes to renew a faculty position that has or will become vacant, it is the responsibility of the Chair/Director to submit a request for its continuation to the Educational Affairs Committee (EAC). Any proposals for faculty positions should be submitted to the EAC by the end of the first week of April, two academic years prior to the desired start date of the position (e.g., in April 2021 for a position to start in the 2022-2023 academic year).

This rule also applies to term positions that will expire at the end of the subsequent year, even if it is the department's intent to reappoint the current holder of the position. In all cases, the deadline will allow sufficient time for a review of the candidate by the Reappointments Committee, if the EAC recommends reauthorizing the position.

Requests for supplemental or special staffing, such as that provided by an emeriti faculty member, must also be requested through the EAC.

A department or program may begin to recruit only after the President and Provost have approved a recommendation from the EAC, and the VPAA/DoF has authorized the Chair or Director to begin the search.

The EAC may, on a case-by-case basis, agree to consider a staffing proposal outside of the normal sequence. They will normally do so *only* in cases in which the need for staffing could not have been foreseen at the time that the staffing proposal would have been due (e.g., a resignation after the proposal due date).

### **Request for Staffing to the EAC**

#### **Materials to Submit**

Staffing requests should be submitted electronically to the Office of the Dean of Curriculum ([dcur@middlebury.edu](mailto:dcur@middlebury.edu)), with a copy to Donna McDurfee. In the case of joint appointments, the request should come jointly from the chair or director of both departments/programs. Sample proposals and the appropriate forms can be found at [go.middlebury.edu/eac](http://go.middlebury.edu/eac). Each staffing request should include the following information:

- *A departmental teaching schedule* for the upcoming year (i.e., the year before the position begins) and the proposed teaching schedule for the subsequent two years (i.e., the first two years of the new position), showing the full departmental teaching plan, including the specific courses that will be taught by the proposed new hire. If the specific courses are unknown, the plan may indicate the general type of course—e.g., a 300-level elective whose precise topic is not known can be indicated as 03XX. Estimates of future enrollments should be based on the enrollment histories that are posted on the Academic Administration website ([go.middlebury.edu/chairs](http://go.middlebury.edu/chairs); follow the link to Enrollment Histories/Data). Chairs should consult the current teaching expectations, and bear in mind that no new positions are likely to be authorized where current staffing resources are not deployed in accordance with those guidelines.
- *A rationale for how the position will fit within the department (or program) curriculum* and how the position will sustain or enrich the curriculum of the College. The narrative should describe specific teaching assignments and, in the case of joint positions, the number of courses expected to be taught in each department or program.



- *An explanation of how the proposed position will allow the department to contribute to College-wide curricular goals, such as the First-Year Seminar Program, the Writing Program, distribution requirements (including academic categories and cultures/civilizations requirements), interdisciplinary programs, and independent senior work in the major.*
- *A detailed recruiting and interviewing plan, with explicit consideration given to how the department or program will endeavor to reach a diverse candidate pool. We recommend reading the remainder of this recruiting section to support you in developing such a plan.*
- *A copy of the job advertisement, and an explanation of where it will be placed and for how long. The advertisement should follow the model of the template in this handbook (see Appendix A). Job advertisements normally include the following information:*
  - the rank and terms of appointment;
  - the field or fields to be covered;
  - description of the importance of teaching in a liberal arts institution;
  - text describing our commitment to hiring a diverse faculty (see Appendix A)
  - deadline for receipt of applications;
  - the department contact person(s);
  - standard language indicating the use of Interfolio to collect dossiers;
  - standard language, placed at the very end of the advertisement, alerting candidates that they will be asked to authorize a background check (see Appendix A)
  - a list of materials to submit with the application. This will typically include:
    - cover letter,
    - CV,
    - 3 confidential letters of recommendation (two of which should speak to the candidate's teaching ability),
    - graduate transcripts where appropriate,
    - a sample of the candidate's scholarly or artistic production,
    - statement of teaching interests/approach,
    - diversity and inclusion statement.

You may choose to solicit a more limited application package initially, and request recommendations, scholarly material, and transcript following a preliminary review of vitae and cover letters.

**For tenure-track positions only:** Please include, with the staffing request, the names of two colleagues from outside your department, and preferably outside your division, to serve as external members of the search committee. The VPAA/DoF will appoint a colleague from outside the department to serve on the search committee. This practice recognizes that appointment to the Middlebury faculty extends beyond a department: faculty in all departments teach in the First-Year Seminar program, serve on college-wide committees, and contribute generally to the life of the College. In addition, many colleagues find a perspective from outside their department useful. The external member of the search committee should be viewed as a full member of the search committee with the opportunity to review files in determining short lists, to interview candidates for tenure-track positions, and to voice an opinion in the final departmental or program deliberations in ranking candidates.

### **EAC Authorization**

The EAC makes recommendations on each position to the Provost. Final decisions are generally communicated to chairs and directors by the middle of June. The EAC may, in approving a position, provide specific guidelines or stipulate conditions to Department Chairs/Program Directors.

# GUIDELINES FOR THE SEARCH PROCESS

## The Search Committee

Practices around the formation of the faculty search committee vary from department to department. In some departments, all members participate fully in each search. Department chairs and program directors may choose to delegate the task of chairing a search committee, but even in that circumstance, the chairs/director has ultimate responsibility for insuring that the search is conducted in a manner consistent with college policies. The composition of the search committee is at the discretion of each department chair or program director, but efforts should be made to include colleagues from a diversity of backgrounds, with a diversity of intellectual perspectives. As noted in the section on Staffing Requests, search committees for tenure-track positions are required to have a colleague from outside the department. The external colleague should be regarded as a full member of the committee with the opportunity to review files in determining short lists, to interview candidates, and to voice an opinion in the final departmental or program deliberations in ranking candidates. Students are generally not included as members of search committees, but student input on candidates should be solicited. The Handbook requires each department/program to have a Student Advisory Council (SAC); the search committee can work with the SAC to solicit a recommendation from students. You can learn more about the SACs by consulting the College handbook at [go.middlebury.edu/deptsac](http://go.middlebury.edu/deptsac).

### Hiring Best Practices

Many of the best practices described below have been adapted from *Diversifying the Faculty: A Guidebook for Search Committees* from the AAC&U, or at the recommendation of previous search committee chairs. Additional copies of the AAC&U guidebook can be obtained from the VPAA/DoF.

### Before the Search

- Create a search committee that is enthusiastic and committed to attracting and hiring a talented and diverse faculty. The committee should be comprised of faculty from a range of backgrounds, bringing multiple perspectives to the search.
- Plan to meet with the search committee soon after the position has been approved to discuss recruitment strategies, evaluation criteria, diversity, the process to arrive at a final decision, etc.
- During or shortly after the initial planning meeting, schedule the remaining meetings well in advance. One former search committee chair suggests scheduling *a minimum* of three: one to select candidates for interview; one to hear the report of the interviewers and decide who is shortlisted for the final interview; and one to make the final decision.
- Use your professional networks and available data (e.g., the National Science Foundation's Survey of Earned Doctorates) to compile a comprehensive outreach list of organizations and individuals. This list may include colleges and universities that educate graduate students from underrepresented backgrounds, alumni that are now in graduate school, colleagues at graduate institutions, and may include outreach to specific candidates, informing them of the position and encouraging an application.
- Make the AAC&U guidebook *Diversifying the Faculty* and materials provided during the recruiting workshops available to department members, and ask them to read it for more ideas on best practices in searches. If your department does not have a copy, you may request one from the Office of the VPAA/DoF.
- Critically analyze the job advertisement, making sure that it will attract the broadest possible applicant pool. Avoid language that unnecessarily restricts the applicant pool. For example, if flexibility exists in the precise background of the candidate, language that specifies a *preference* for a particular disciplinary training gives a search committee more flexibility—and may yield a

broadер applicant pool—than language *requiring* a particular disciplinary training. Departments/programs must include language in job advertisements that asks candidates to speak to how their teaching, scholarship, mentorship, or community service might support our commitment to diversity and inclusion.

### **During the Search**

- Distribute the job announcement to the individuals and organizations on the outreach list described in the previous section. If you are looking for more ideas for places to advertise the position, you may consult the Faculty Recruiting Resources spreadsheet in the Office Support folder on orgs, to which coordinators have access.
- Outreach letter templates are also available in the Office Support folder on orgs. You may also find a report and spreadsheet showing universities with the highest number of PhD recipients who are women or individuals from historically underrepresented backgrounds.
- **Keep a complete list of places and people that received the advertisement for your recruitment report.**
- Before beginning the evaluation process, establish criteria with which to evaluate candidates fairly. The rubric should be developed with a goal of finding the best candidate without restricting the short list unnecessarily. For example, a search that proceeds by being open to candidates from a broad range of graduate institutions—evaluating them on their own accomplishments rather than the ranking of their graduate institution—may yield a broader applicant pool (and a better final candidate) than one in which candidates from particular schools are excluded from the outset.
- As you develop the rubric, be mindful of criteria that may unintentionally bias the search against candidates from particular backgrounds. For example, instead of giving a preference to candidates who are themselves the product of a liberal arts education—a criterion that may unintentionally screen out otherwise excellent candidates from demographic groups historically under-represented in liberal arts colleges—think about criteria that may address the desired goals (e.g., commitment to teaching undergraduates) in a more inclusive way.
- Inquire of candidates what they would like to learn about the campus and local community on their interview, and arrange (whenever possible) to provide time during the interview for candidates to obtain the perspectives that they desire on the campus and local community climate. See Appendix D for guidance on questions that you may not legally ask of a candidate—but a general query about what a candidate would like to see or know about the campus or the local community is permissible.
- The chair and/or search committee members should notify the VPAA/DoF promptly if concerns arise or charges are made about discrimination or unfair practices in a search, and should retain copies of all correspondence related to such concerns or charges.

As a complement to this section, please see “Retention Best Practices” at the end of this section.

## **Advertising and Outreach**

### **Interfolio Set-up and Ad Posting**

After securing approval for the text of the job advertisement from the VPAA/DoF, the Academic Coordinator will set up the position in Interfolio, creating a link that will be inserted into the ad prior to posting. (See Appendix A for a sample job advertisement.)

When setting up the position in Interfolio, the Academic Coordinator should provide a descriptive position name that is the same or similar to that used in the approved job advertisement and position request. For positions that advertise an application deadline, the Academic Coordinator must also

indicate a Position Closes date when setting up the position in Interfolio. (The Position Closes date prevents new applications from being submitted after the deadline.)

Send to the Office of the VPAA/DoF an electronic version of the advertisement, with the Interfolio link. We use the services of *Jobelephant.com* for posting all faculty advertisements in all publications. The Office of the VPAA/DoF has normally approved 30-day ad placement for all positions in the following online publications: *ChronicleVital.com*, *InsideHigherEd.com*, *DiverseEducation.com*, and *NewEnglandHERC.org*.

The Academic Coordinator will email the approved ad to Michael Ang ([michael@jobelephant.com](mailto:michael@jobelephant.com)) with a cc to Erin Kilpeck. The Coordinator will need to request to have the position posted in the publications listed above, along with the length of time for these postings to be active. If you request to post in any additional publications or resources, Jobelephant will send a price quote to the Coordinator and Erin Kilpeck with the total cost for the approval of the VPAA/DoF. **Chairs should review these price quotes and confirm selection.** Once this step has been done, Erin Kilpeck will send the approval needed for the ad to be placed in those publications.

In addition to the publications listed above, term and tenure-track positions must be advertised in the appropriate outlets for the discipline. Departments/Programs are also expected to advertise positions in such a way that the search yields a broad, diverse applicant pool. Public announcements in appropriate publications, letters to Chairs at graduate institutions, as well as personal and professional contacts should be used to solicit nominations for a position. There are a few documents available on MiddFiles in the Office Support folder to assist you. These documents include a spreadsheet of discipline- and identity-specific publications, websites, etc. where you may wish to advertise your position (in some cases at no cost to your department), a list of U.S. institutions with the highest number of PhD recipients who are members of historically underrepresented groups, and a template e-mail to graduate school department chairs requesting assistance with advertising the position.

**Note:** Although the Department of Labor does not have a written rule pertaining to advertising for positions in which a foreign national may be hired, our experience has been that they require a print ad to ensure all job seekers can obtain the job notice. The Office of the VPAA/DoF routinely posts tenure-track and three-year term positions in a single ad in the *Chronicle of Higher Education* each fall.

All faculty positions are also posted on the College website ([go.middlebury.edu/faculty-jobs](http://go.middlebury.edu/faculty-jobs)).

### **Collection of Dossiers**

The collection of dossiers will be managed through Interfolio. All positions, even those for a short-term (e.g., one-semester) position, must be posted on Interfolio. Applicants will create an online account with Interfolio, from which they can electronically send all requested documents directly to Middlebury. Each Academic Coordinator and search committee member will have password-protected access to view their candidate files online. In searches for tenure-track positions it is customary that only tenured and tenure-track faculty examine dossiers and make selections for interviews, on-campus visits, and offers. Exceptions to these guidelines are at the discretion of the Chair.

### **Tracking Applicants Using Interfolio Application Statuses**

The procedures listed below are specific to COVID conditions; there is no longer any reference to on-campus interviews. All interviews for this coming year will be conducted virtually.

The Academic Coordinator will establish application statuses within Interfolio that will be used to track applicants throughout the hiring process. Departments may use application statuses in a variety of ways, depending upon the searches being conducted. (Application statuses should always be set so that they

are not visible to applicants.) At a minimum, **the following application statuses must be used** in every search:

Application Status Name	Application Status Definition
Preliminary Interview	Applicants of greater interest selected for online interviews
Short List to DoF	Applicants on the ranked list sent to the Dean of Faculty
Final Interview	Top applicants approved by the Dean of Faculty and interviewed via Skype/Zoom
Hired	Status assigned upon confirmation of receipt of the applicant's signed appointment letter, after which the position is closed (archived)

**These application statuses must be established in Interfolio exactly as written above, without abbreviations, in order to ensure accurate reporting.**

At each stage of the search, the Academic Coordinator will update applicants' application statuses in Interfolio as needed.

*Do not confuse application status with position status. While the position status can be helpful for keeping applicants informed about the general progress of a search, the application status is used internally to track applicants in Interfolio as they advance through the hiring process.*

In the event an applicant has submitted a dossier for multiple Middlebury positions, the applicant must be evaluated and tracked separately in each position search. A candidate's application cannot be moved or duplicated within Interfolio.

### **EEO reports**

If a search committee is interested in assessing the effectiveness of outreach efforts partway through a search, the chair may request a report on the profile of the pool from the VPAA/DoF. An EEO report offers aggregate data on gender and race/ethnicity. Such data are presented only as a composite profile of the pool, not tied to individual applicants. In the case of very small pools, the VPAA/DoF in conjunction with Chief Diversity Officer would provide the committee with a qualitative assessment of the diversity in the pool rather than with a quantitative profile.

## **Evaluating Applications**

### **Institutional Values**

Each department and program will have its own set of priorities for a position, but because all of us are appointed to the faculty of Middlebury College, search committees should evaluate dossiers with an eye toward broader institutional values—as defined by our mission statement, and in our faculty handbook—as well as specific departmental criteria. In particular, search committees might consider the following.

- *How will this individual contribute to the broader mission of the college?* In recruiting new faculty, we seek individuals who will embrace the opportunity to contribute to the College's mission of engaging "students' capacity for rigorous analysis and independent thought" and cultivating "the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community." You can read the entire mission statement at [go.middlebury.edu/mission](http://go.middlebury.edu/mission).
- *What might this individual be able to contribute to the college-wide curriculum?* Would they be able to teach college writing courses? Be excited about teaching first-year seminars? Be interested in offering courses that fulfilled distribution requirements?

- *How will this individual contribute to our goal of diversifying the faculty?* Middlebury has a long-standing commitment to recruiting and retaining a diverse faculty, broadly defined. As each of the advertisements for faculty positions states, we are “committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body.”

### **Evaluation Rubrics**

*Ad hoc* evaluation of candidates—in which each member of a search committee evaluates files based on individual, and often unarticulated, criteria—is prone to a number of problems. Research on unconscious/implicit bias, for example, suggests that all of us are prone to bias in evaluating candidates; defining our criteria for evaluation ahead of time may help avoid making judgments that are driven by unexamined biases (for further readings on unconscious bias, please see Appendix G). Decisions about a shared set of criteria for a position can also avoid conflicts at the time that candidates are ranked by addressing the different ideas that department members may have about a particular position. Such criteria are not intended to be absolute, especially in cases when highly qualified candidates present opportunities for taking the faculty position in an interesting and unanticipated direction. Rather, criteria are intended to set a baseline for consistency and the fair evaluation of applications.

We recommend, therefore, that each search committee develop a shared and explicit understanding of the criteria by which candidates will be evaluated. Those criteria can then be used to construct a standardized evaluation sheet incorporating the evaluation criteria. Please see Appendix B for a sample evaluation sheet template that can be customized for a specific search.

This approach has the added benefit that the necessary documentation for the recruiting report will be compiled along the way, reducing the burden on department chairs/program directors and coordinators at the end of the search. Keep in mind that if you hire someone who is not a U.S. citizen, you will be required (by the Department of Labor) to provide an explanation of why you did not hire each and every candidate who applied: evaluation sheets will make this task vastly easier than reconstructing your thoughts after the fact!

### **Large Pools**

When faced with a particularly large pool of candidates, some search committees have used “calibration rounds” to help them sort through the applications. For example, all search committee members might read a subset (e.g., 10-15) of applications and rank the applications using the agreed-upon criteria. Once the committee has reached agreement about criteria for ranking, the remaining applications can be divided up among committee members, with each application being read by at least 2 people (but not the whole search committee), without raising concerns about different standards of evaluation. Any application that reaches a particular point in the process (e.g., the long list) would be read by everyone.

### **Internal Candidates**

Middlebury permits faculty in term positions to apply to other open faculty positions (e.g., a tenure-track position in the same department). Internal candidates should be evaluated on an even field with other applicants; departments are not obligated to include them on short lists or in interviews if they do not emerge, after the evaluation process, as top candidates. If an internal candidate is interviewed, the interview must include all of the components of a normal interview, including, for example, one-on-one meetings with faculty, a departmental dinner, a public talk. If an internal applicant for a pool exists, department members should be diligent about not discussing the search with the internal applicant—it is far too easy for even well intentioned comments about the status of the search to go astray. In the event that an internal candidate is not interviewed for a position, the department chair should use their discretion in deciding how or whether to include that person in subsequent interviews (e.g., inviting them to participate in a departmental dinner).

## **Interviews**

In Fall 2020 and Winter 2021, all interviews will be conducted online. The distinction between the preliminary interviews and the final interviews is the duration of the conversation and the number of people who are “meeting” with the candidate. If College travel policies change in Spring 2021, the structure of these interviews will change as well.

After the preliminary interviews, the search committee should arrive at a short list of five to six candidates. The Chair will send this list, ranked in order of preference with the top candidates for a final interview round noted, to the VPAA/DoF.

The Academic Coordinator will assign the “Short List to DoF” application status in Interfolio to all applicants included on the short list.

We recommend that you limit the final, comprehensive interviews to three candidates. The Chair should rank order these three candidates and submit these names to the DoF with a rationale for the ranking. Upon receiving the list, the VPAA/DoF will review the candidates’ dossiers via Interfolio. You should normally allow at least 3 business days for the VPAA/DoF to review dossiers, but requests for an expedited review will be accommodated when possible. If you anticipate needing an expedited review, it is always good practice to consult with the VPAA/DoF in advance to increase the likelihood that your timeline can be accommodated.

The VPAA/DoF must approve all invitations to candidates for the final interview and will notify the Chairs, with a cc to the Academic Coordinator and Erin Kilpeck, of those approved. Interviews should be scheduled as closely together as possible, within a two- to three-week period.

The Academic Coordinator will assign the “Final Interview” application status in Interfolio to all applicants approved by the VPAA/DoF for on-campus interviews.

### **Charges to the Recruiting Budget**

In Fall 2020 and Winter 2021, there will be no on-campus interviews and thus no expenses charged to the recruiting budget. If health conditions permit travel during Spring 2021, these policies will be modified.

### **Interview Itineraries**

#### **Scheduling interviews with final candidates**

Dates for candidate visits need to be approved by the VPAA/DoF prior to ANY arrangements being made. Coordinators should contact Erin Kilpeck (x. 5156) to schedule *all* administrative interviews and confirm lecture/presentation dates and times for *all* candidates. Guidelines for scheduling:

- Departments and Programs are encouraged to schedule administrative interviews as far in advance of the actual visit as possible. You may do this even before you create the short list.
- Interviews with the academic administration are most productive when scheduled toward the end of the “visit.”
- Under no circumstance should a candidate lecture or talk be scheduled at the same time as a Chairs’ meeting, Faculty meeting, Inaugural lecture, or faculty lecture series event.
- Candidate must be scheduled when students are able to participate in the search.

#### **Departmental responsibilities**



Departments are responsible for establishing the interview schedule and for informing the candidate in advance of what is expected during the virtual visit. A sample interview itinerary is available in Appendix C. Departments are responsible for the following aspects of the interview.

- Publicize lectures given by all candidates, and invite faculty in related disciplines to attend presentations and provide assessment. To protect the privacy of each candidate, lectures should be publicized internally only. You should not list lectures on the College Event Calendar or on department web pages. If you do list lectures in locations that are publicly accessible, you should remove all personally identifying information, and should avoid identifying the lecture as a job talk. Moreover, you should take care to remove lecture posters between candidate visits.

*The final interview must include the following components:*

- Administrative interview:
  - Tenure-track candidates will meet for fifty minutes with the VPAA/DoF and for forty-five minutes with the Chief Diversity Officer or designee.
  - Candidates for term or part-time positions of up to three years in duration will meet for forty minutes with the Dean for Faculty Development and Research.
- Public presentation, which might include any of the following:
  - Teaching a class;
  - Delivering a lecture or performance on the candidate's scholarly work;
  - Making an informal presentation;
  - Some combination of the above.
- Individual or small-group interviews with faculty, including:
  - departmental/programmatic colleagues,
  - the external search committee member,
  - colleagues in other interdisciplinary programs, where relevant.
- Meeting with students, including:
  - Student Advisory Council reps,
  - other majors (including majors of interdisciplinary programs with which the candidate will be affiliated),
  - or non-majors.

*Tailoring the interview to a candidate's needs/interests*

The interview should be used to full advantage. The candidate may want to know about various aspects of the College (e.g. student life, institutional diversity, facilities), the town, the schools, childcare, people with similar avocations, or spousal employment (see below). To avoid asking questions about personal circumstances, which are not permissible during an interview, candidates should be asked about their interests as broadly as possible—e.g., “is there anything in the local community that you would like to learn about during your visit?” Please also direct your candidates to resources for prospective faculty here: [http://www.middlebury.edu/academics/administration/prospective\\_faculty](http://www.middlebury.edu/academics/administration/prospective_faculty). The Chair should also draw the candidate's attention to the Human Resources ([go.middlebury.edu/hr](http://go.middlebury.edu/hr)). While we are prohibited from inquiring about a candidate's personal circumstances, once the candidate of their own accord broaches the subject of spouse or partner employment, or other personal circumstances, it is consistent with College policy to be as open, informative, and helpful as possible.

### **Spousal or Partner Employment**

Although Chairs are not permitted to ask a candidate about their marital/relationship status, Chairs should alert candidates to the College's spousal/partner employment policy when extending the invitation for a campus interview, or at some other moment you deem appropriate, making the candidate aware that the college's office of Human Resources is prepared to discuss spousal employment possibilities in the area or at the college if so requested (see the Spouse/Partner

Employment Guidelines on the Academic Administration website). Candidates will also receive a written copy of the spouse/partner employment guidelines during their administrative interview.

Chairs should remind colleagues that **it is not appropriate to ask a candidate about their personal circumstances or marital status**, and that a small indiscretion can go far in alienating a candidate we might want to appoint. For a list of other inappropriate or illegal questions to ask, please consult Appendix D. Chairs should be sure that all department members are aware of these restrictions.

### **Including Students**

As noted in the College Governance section of the College handbook, each academic department and program that offers a major will establish a Student Advisory Council (SAC). The SAC participates in all new faculty appointments within their department or program. Not only is student feedback on a candidate often useful in the final deliberations, but candidates are likely to find an opportunity to meet with students enlightening and helpful as they assess Middlebury. The SAC is contacted by the Department Chair or search committee chair, which arranges a meeting with job candidates (you may also include majors or appropriate students outside the department who are not members of the SAC). We recommend that you provide students with the list of “Interview Questions to Avoid” located in Appendix D of this handbook.

The SAC should make an informal recommendation to the search committee. The search committee chair should also solicit and consider non-SAC members’ opinions of candidates in the final deliberations. Please note that students do not vote in departmental decisions about candidates.

### **Candidate Folders for Administrative Interviews**

**Three (3) working days prior to the interview**, the department/program should submit the following elements as a pdf to Erin Kilpeck:

- a copy of the candidate’s interview schedule;
- a copy of the job description/advertisement;
- the candidate’s letter of application;
- the candidate’s current c.v.;
- three current letters of recommendation.

### **Preliminary Rejection Letters**

After you have identified the top five or six candidates for on-campus interviews, you may send a rejection letter to the excluded candidates **if you feel confident that you will not need to go back to the pool** (see Appendix E for a template). If you are not confident about the need to go back to the pool, you should respond to inquiries by stating that the position has not yet been filled and the search is ongoing.

Although form letters are acceptable for notifying candidates who were not interviewed, more personal notes are preferable for notifying candidates who were interviewed. If at all possible, you should wait until the successful candidate has signed the contract before contacting other interviewees, unless you are certain that you would not choose to make an offer to the candidate.

### **Discussing Salary, Benefits, & Other Funding During the Interview**

#### **Salary & Benefits**

The VPAA/DoF will discuss terms of compensation with all candidates. To preempt potential confusion and misunderstanding, Chairs/Directors should refer any questions about compensation to the VPAA/DoF.

#### **Start-up Funds**

The VPAA/DoF will discuss start-up funds with tenure-track candidates during the interview. If it is anticipated that there are significant start-up needs, Chairs should encourage candidates to discuss this during their on-campus interview. After an offer has been extended, the VPAA/DoF will request a start-up budget from each candidate. The Department Chair/Program Director should make themselves available to candidates to discuss start-up packages.

### Moving Subsidies

Candidates may inquire, during interviews, about moving subsidies. The VPAA/DoF will discuss this with candidates, but Chairs should feel free to share this information with candidates during the interview. Arrangements for moving subsidies are also made by the VPAA/DoF. Note that moving subsidies generally do not cover the full cost of relocation, but are intended to partially offset those costs. Moving subsidies are granted in accordance with the following guidelines:

<u>Candidate's relocation distance</u>	<u>subsidy</u>
within New England	\$1,600
up to 1,000 miles	\$2,300
up to 2,000 miles	\$2,800
over 2,000 miles	\$3,500

### ***Expenses covered by the moving subsidy (must have original receipts)***

- Reimbursement for mileage at the IRS moving rate, or gas and tolls - **not both** (taking the most direct route, per IRS guidelines)
- Moderately priced meals en route for all immediate family members
- Moderately priced overnight accommodations en route for all immediate family members
- Boxes for mailing and packing
- Mailing of packages and books
- Moving company bills (we have to reimburse the new faculty member, we do not pay the mover)
- Economy airline tickets and/or train tickets for immediate family members
- Taxi to Middlebury from Burlington Airport
- Costs associated with transporting household pets

### **Special Considerations in Hiring Non-U.S. Citizens**

Please note that only under the most exceptional circumstances will the College consider appointing to the faculty an individual who is not legally authorized to work in the U.S. The College must be able to prove that said person is equal to or better than all candidates who are U.S. citizens or permanent residents. We are within legal bounds to ask a job applicant, before offering the position, “whether or not they are or will be (when the position begins) legally authorized to work for Middlebury College”. The administrator who interviews the candidate will ask this question as a matter of course. (This does not mean you can ask whether the candidate has a GREEN CARD—you may only ask whether they are or will be legally authorized to work in the U.S.—and specifically Middlebury College, since many visas are employer-specific). If the candidate is authorized to work in the U.S., you may not treat them differently from U.S. citizens. If the candidate is not authorized to work in the U.S., we may not hire them unless we agree to apply for a temporary work visa on their behalf, although we are under no obligation to do so. Once an applicant is hired, they must prove (by showing original documents for the I-9 form) that they are legally authorized to work in the U.S. Chairs should contact the Office of International Student and Scholar Services (ISSS) (x. 5858 or [iss@middlebury.edu](mailto:iss@middlebury.edu)) if questions arise regarding visa support for incoming faculty.

The College will reimburse faculty for visa application fees to enable faculty to accept a position at the College. In addition, for tenure-track candidates, the College will provide up to \$4,000 of additional start-up funds to defray the costs of obtaining permanent residency.

## **RECOMMENDING THE FINAL CANDIDATE**

In arriving at a recommendation to the VPAA/DoF, the search committee should solicit and weigh the opinions of all those colleagues (outside of the Academic Administration) and students who participated in interviewing the candidate, including the external search committee member. The sole criteria in any search are academic; the College does not discriminate on the basis of age, sex, color, race, national origin, religion, sexual orientation, or disability, and it forbids discrimination on any other grounds unrelated to the teaching and research obligations of a faculty member. We advise against evaluating candidates on the basis of “organization cultural fit” or “being a good fit.” This approach, though well intentioned, could lead to cases of discrimination.

The Chair will submit the committee’s final recommendation, including the rationale for the decision, in writing to the VPAA/DoF. The recommendation should include the committee’s reasons for ranking candidates in a particular order, and should also clearly indicate whether particular candidates are absolutely unacceptable and if so, why.

The VPAA/DoF will communicate to the Chair the administration’s decision on the search committee’s recommendation.

## **BACKGROUND CHECKS**

All advertisements will state that offers of employment are contingent upon completion of a background check, and provide a link to our background check policy (<http://go.middlebury.edu/backgroundchecks>). Checks will only be conducted on candidates to whom an offer of employment has been made. Candidates will be sent instructions for how to authorize the search by the VPAA/DoF in the written confirmation of the offer (see below). Candidates will be instructed to authorize the check no later than the deadline for accepting the position. Results of background checks are typically returned within 1-3 days, so in most cases, the check will be returned before the written contract is issued. If there is a delay—as may be the case when hiring someone who does live or has lived extensively outside the U.S.—the issuing of the written contract will proceed, but the contract will contain a clause stating that it is contingent upon completion of the check. Results of the background check will be reported to HR. The VPAA/DoF will be advised if there are any adverse findings. The VPAA/DoF and HR will evaluate any such findings on a case-by-case basis, based on the nature and gravity of the offense or offenses, the time that has passed since the conviction, and the relationship of the offense or finding to the position sought. To maintain the confidentiality of candidates, the VPAA/DoF will consult with the department chair or program director only if adverse action (e.g., rescinding the offer) is being considered.

## **EXTENDING THE OFFER**

The Department Chair/Program Director is responsible for extending the offer of appointment to the candidate, and in so doing should give the candidate a reasonable time to respond to an offer of appointment (generally at least 1 week, but no more than 2 weeks). If circumstances seem to warrant a shorter or longer time frame, the Chair/Director should discuss the situation with the VPAA/DoF. If at all possible, the offer should be extended by telephone or Skype/Zoom. Chairs/Directors should use this as an opportunity to answer any questions that the candidate may have, and can offer to assist with preparation of a start-up budget (tenure-track positions only). When extending the offer, the Chair/Director should let the candidate know that a written confirmation of the offer and a summary

of the terms (salary, benefits, moving allowance) will be forthcoming from the VPAA/DoF. The Chair/Director should notify the VPAA/DoF when the offer has been extended and provide the VPAA/DoF with the decision deadline that was presented to the candidate. The VPAA/DoF will send a formal written offer (by email) to the candidate with information about salary and start-up funds (if applicable). Any negotiation about salary, start-up funds, or other terms should be referred to the VPAA/DoF. The Chair should, however, assist the final candidate in a tenure-track position with estimating a budget for startup funding (see “Salary, Benefits, and Other Funding” above).

Even as you extend an offer of appointment to the first-choice candidate, it is advisable to inform the second and third choice candidates that they are still under serious consideration, and to gauge their continued interest in the position. The success of a search can depend on the success with which you retain the interest of your second or third choice candidate.

If an opening is filled after one interview on the Middlebury campus, it is particularly important that the College be able to show that the position was offered on the basis of a considerable number of dossiers, so careful documentation of the rationale for your decision is crucial.

## **WHEN THE FINAL CANDIDATE IS HIRED**

### **Rejection Letter**

Candidates who have been interviewed at professional meetings or on campus, or who have been notified in any way that their names have reached a short list, should be notified immediately when the position is filled. We generally try to wait to notify other short-listed candidates until a signed contract has been returned to the Office of the VPAA/DoF. An email will be sent to the Chair/Director, with a cc to the Coordinator, when the signed appointment letter has been received. Note that it can take up to 2 weeks after a candidate accepts an offer for the contract to be written, mailed, signed, and returned.

**Successful Hire:** Upon receipt of the email stating the signed appointment letter has been received, the Academic Coordinator will assign the “Hired” application status in Interfolio to the selected applicant, download or print any information required for the recruiting report, and close the position as detailed below.

**Failed Search:** If a search was unsuccessful, download or print any information required for the recruiting report without changing any application statuses. This will preserve important data about the interview process. Then, close the position as detailed below.

Please see Appendix F for a template rejection letter.

### **Close the Position and Indicate the Outcome of the Search**

*Step 1 – Assign applicant status to interviewed and shortlisted candidates – see statuses below*

*Step 2 – Generate recruiting report – instructions below*

*Step 3 – Close/ Archive position – Interfolio instructions below*

Completing Interfolio’s two-step position closing process allows Human Resources to complete the required EEO reports. In order to close a position, Interfolio requires the name(s) of the hired applicant(s), or an indication that no one was hired with an explanatory note.

To close a position in Interfolio, use the two-step process initiated by choosing “Close Position” from the Position Actions drop down menu. Interfolio will prompt you for the required information.

Closing the position preserves the complete applicant pool, and thus full EEO information—if a position is *not* closed, a candidate can access an application to make changes or remove it. Such actions limit the usefulness of the EEO reporting.

**Reminder:** With input from Committee Chair, **please assign a status to applicants considered for the position before creating a recruiting report and closing/archiving each position:**

*Preliminary Interview*

*Short List to DOF*

*Final Interview*

*Hired—Required unless the search is declared “Failed”*



## **Reporting**

After recruiting is completed, please submit a department recruiting report for each position to the Office of the VPAA/DoF as soon as possible after the signed appointment letter has been received, and no later than **May 30**.

The **recruiting report form** can be found in the Office Support folder on orgs in the faculty recruiting folder. A sample recruiting report can be found in the recruitment section of the Chairs handbook. The report should also include the following:

- The campaign summary and ad quote from Jobelephant. If the campaign included advertising that was not paid for/posted by Jobelephant, please include an itemized list of those costs as well.
- An Applications Report listing all applicants who submitted a complete application for the position.
  - Signing into Interfolio and select the position for which a report is needed.
  - Below the “Faculty Search” menu found on the left-hand side of the page, select “Reports.” Four tabs will appear on the center screen, the first of which is the Applications Report.
  - Under the Applications Report tab use these customizable filters:
    1. Unit (Middlebury College)
    2. Position Status (e.g. hired or other outcome of search)
    3. Completeness (Complete)
    4. Position Name (select correct position name)
  - Next click the “Columns” button in the right-hand corner and select the following criteria:
    - a) Application Status
    - b) First Name
    - c) Last Name
    - d) Highest Degree,
    - e) Highest Degree Institution
    - f) and **deselect** all others.
  - At the bottom of the page, click the Blue “Download CSV” button to download and save the report file. \*If a foreign national is hired, also include ratings and comments when selecting your criteria for the report. These comments must be specific to each candidate, and cannot include blanket statements such as “not qualified”. If the search committee used an *a priori* set of criteria by which to evaluate applicants, these can be used in the justification for the hiring decision.
- An original signature of the Department Chair/Program Director is necessary for this report. If there was a search committee chair, who was not the Department Chair, then that person also needs to sign the report.

You can find a sample recruiting report in Appendix E.

**IMPORTANT:** If the successful candidate is not a U.S. citizen, you will need to explain your reasons for appointing them over a U.S. citizen. The Department of Labor will want a list of *everyone* who applied, their citizenship (if known), and the reason they were not qualified. These reasons may include: wrong area of specialization, insufficient publications, lack of teaching experience, etc. Generic statements (e.g., “not qualified”) will not suffice for these purposes, so it is imperative that you keep complete records for each candidate who applied. Because you likely will not know until late in the search whether or not you will hire a foreign national, please keep complete records of any search in which a non-permanent resident may be appointed. All candidate records are available in Interfolio for five years.

### **Assessment**

At the end of the year, the Office of the VPAA/DoF will assess the recruiting season in an effort to improve our recruiting practices, particularly as they relate to the goal of diversifying the faculty. We will do this by reviewing the recruiting reports and the demographic data of each applicant pool, short list, final interview group, and final offer/hire as recorded in Interfolio. In order to protect the confidentiality of applicants, demographic data will be compiled by the Special Assistant to Academic Affairs, and shared with the VPAA/DoF only in composite form. The VPAA/DoF will also meet with recruiting chairs and, with the Dean for Faculty Development and Research, with the previous year's new faculty to obtain feedback on our recruiting process and our processes to support new faculty in their transition to Middlebury. By gathering quantitative and qualitative information, Academic Affairs will better understand Middlebury's progress toward supporting a fair and equitable recruitment process, and creating a welcoming, inclusive community. (See the "Welcoming New Colleagues" section of this handbook to learn more about retention best practices.) Chairs and Directors are encouraged to provide feedback on recruiting/mentoring practices to the VPAA/DoF on an ongoing basis.

### **Keeping Files**

Any files related to the search, in addition to those on Interfolio, should be kept in a secure location for three years after the search is complete. After three years, paper files should be shredded and electronic files deleted. Interfolio deletes all search files after five years.

# WELCOMING NEW COLLEAGUES

## **Retention Best Practices**

If you have led or been part of a search committee before, you know that a great deal of time and resources go into recruiting new faculty. When we hire a new colleague, we want them to remain a part of our community for years to come. Departments and programs are key to making new colleagues feel welcome, successful, and excited to stay here. Below are some suggested strategies to help us retain talented faculty and strengthen our community. These strategies have been developed from best practices at other institutions, from the AAC&U guidebook *Diversifying the Faculty*, and from feedback offered by chairs/directors and new faculty at Middlebury. At the beginning of a search, we recommend that you assign one or more departmental colleagues to be the point person charged with assisting your new colleague in the transition to life on the faculty of Middlebury College. It is not necessary that this person be the chair or director—indeed, it is often preferable for it to be someone other than the chair/director, so that the new faculty member has more than one resource to turn to with questions. Good mentors are responsive to the needs of their new colleagues—they are aware that their experiences may be different from those of their new colleagues, and are willing to ask what the new colleague needs from the mentoring relationship.

## **Social Strategies**

New faculty often report feeling isolated when first arriving at Middlebury, but small actions can go far to making new colleagues feel welcomed in the community. These might include:

- making a point to seek out new colleagues to say hello and welcome them;
- volunteering to help new colleagues move into their residences and offices;
- checking in with them about how they are adapting to a new community, a new office, a new campus;
- identifying one person in the department/program to demystify faculty meetings and other processes;
- introducing new colleagues to everyone in the department and programs with affiliated interests.
- Connecting new colleagues from historically underrepresented backgrounds to the CDO who can help them get connected with affinity groups on campus.

## **Professional Strategies**

Department chairs/Program directors and senior colleagues serve as important mentors for new colleagues, providing guidance on teaching and scholarly activities. Department chairs/Program Directors should check in regularly with new colleagues over the course of the year—and not just at the beginning. The following strategies can help make a new colleague feel welcome, and ease their transition to Middlebury:

- checking in with new colleagues to ensure that they are professionally engaged and developing their own professional networks;
- explaining departmental practices to new colleagues—for example, in a post-COVID world, whether or not it is common practice to keep office doors open during the day, and whether participation in departmental social events is optional or expected;
- monitoring the departmental climate for unintended micro-aggressions, and being willing to step up and respond if micro-aggressions occur;
- inviting conversations about teaching strategy or scholarship;
- inviting a new colleague to observe you teaching a class;
- sharing course materials;

- helping to involve new colleagues in interdisciplinary centers and programs by making introductions to directors of or faculty active in those centers and programs.

### **Institutional Strategies**

- New Faculty Orientation introduces new faculty members to the institution, providing an opportunity for new faculty to meet with the academic administration, members of Faculty Council, and senior colleagues who are available for discussions of preparing for a first semester of teaching at Middlebury.
- Every Winter term, there is a workshop for new tenure-track faculty members. This workshop is led by a senior faculty member, and covers a range of topics, including discussions of pedagogy. Faculty members who are unable to participate in their first year, due to teaching obligations, are encouraged to participate in their second year. In response to a suggestion from department chairs and new faculty in previous years, we have begun treating participation in the winter-term workshop as an “on” winter term. Faculty participating in the workshop are thus able to count participation as a course taught—*provided that they participate fully in the workshop*. Teaching plans for new colleagues should be developed with this change in mind.
- Faculty mentoring groups, consisting of two new faculty members and 2-3 established faculty members, meet monthly during the first year. Each new faculty member—whether tenure-track or term—is assigned to a mentoring group. Mentors include both tenured and untenured colleagues; volunteers are solicited every spring.
- A member of the academic administration—generally either the VPAA/DoF or the Dean for Faculty Development and Research—will meet with new faculty during their first year, to talk about how the first semester has gone and answer any questions that may have arisen. (These conversations are also an opportunity to revisit and strengthen institutional strategies around mentoring.)
- The Dean for Faculty Development and Research is available to advise new faculty on career development and sources of support for scholarly activities.

You can find strategies for long-term retention in the main section of the Chairs’ handbook.

## CHECKLIST FOR STAFFING REQUESTS & SEARCHES

Complete	Task
<b>Getting Started</b>	
	Read entire recruiting section.
<b>Staffing Request</b>	
	Submitted EAC staffing request in electronic form to the Office of the Dean of Curriculum with a cc to Donna McDurfee in the Office of the VPAA/DoF. Deadline is in April; see Chairs' calendar for the deadline for the current academic year. <b>Request includes:</b>
	<i>Departmental teaching schedule for the upcoming year and the proposed teaching schedule for the subsequent two years.</i>
	<i>A rationale for how the position will fit within the department (or program) curriculum and how the position will sustain or enrich the curriculum of the College.</i>
	<i>An explanation of how the proposed position will allow the department to contribute to College-wide curricular goals, like the FYSE program, distribution requirements, etc.</i>
	<i>A detailed recruiting and interviewing plan, with explicit consideration given to how the department or program will attract a diverse candidate pool.</i>
	<i>A copy of the job advertisement and an explanation of where it will be placed and for how long, along with an explanation of how the job description and advertising strategy will allow you to attract a diverse applicant pool.</i>
	<i>For tenure-track positions only: include the names of two colleagues from outside your department, and preferably outside your division, to serve as external members of the search committee.</i>
<b>Recruiting Procedures</b>	
	Created search committee.
	Identified chair of search committee (if not department chair) and directed him/her to the recruiting guide.
	Search committee members attended recruiting workshops, which begin in June and extend through the academic year in which recruiting is happening. (Note: the first workshop of the series will have been attended in February/March by all departments applying for positions, prior to the due date for EAC proposals. The workshop series will resume in August and should be attended by all search committee members.)
	Advertised position in appropriate locations, and engaged in direct outreach as appropriate.
	<i>Received approval for the job advertisement, based on the template included in this Handbook, from the VPAA/DoF.</i>
	<i>Academic Coordinator created position in Interfolio, including an Open Date and Position Closes date, if applicable. (The Position Closes date prevents new applications from being accepted after the application deadline.)</i>
	<i>Academic Coordinator established application statuses as instructed on page 104.</i>
	<i>Inserted Interfolio link to position into job advertisement.</i>
	<i>Sent electronic version of job advertisement with Interfolio link to Office of the VPAA/DoF (dfaculty@middlebury.edu).</i>

	<i>Academic Coordinator emailed the approved ad to Michael Ang (michael@jobelevator.com) and cc'ed Erin Kilpeck, to list position in ChronicleVital.com, InsideHigherEd.com, DiverseEducation.com, and NewEnglandHERC.org along with any other publications specific to the department.</i>
	<i>Announced position in discipline-specific publications.</i>
	<i>Consulted resources available on Google Drive to facilitate outreach to a diverse applicant pool. This includes all of the materials provided in the workshops for search committees.</i>
	<i>Search Committee Chair reviewed price quotes and confirmed selections with Erin Kilpeck, who sends approval to Job Elephant.</i>
	<i>Sent letters regarding opening to chairs at graduate institutions, as well as personal and professional contacts.</i>
	<i>Kept track of all recipients of the advertisement to include in final recruiting report to the VPAA/DoF.</i>
	<i>Created candidate evaluation sheets with the department's agreed-upon criteria for assessing applicants, keeping records of evaluation of candidates for the final recruiting report. (Criteria can be created within Interfolio.)</i>
	<i>If position had a published application deadline, Academic Coordinator changed the Interfolio Position Status to "No Longer Accepting Applications" after the Position Closes date.</i>
<b>Preliminary Interviews</b>	
	<i>In Interfolio, Academic Coordinator assigned "Preliminary Interview" application status to each applicant selected for a preliminary online interview.</i>
<b>Final Interviews</b>	
	<i>Contacted Erin Kilpeck to schedule all administrative interviews and confirm lecture/presentation dates and times for all candidates. Departments are encouraged to do this as early as possible.</i>
	<i>Sent ranked short list of 5-6 candidates, including rationale for ranking, to the VPAA/DoF.</i>
	<i>In Interfolio, Academic Coordinator assigned "Short List to DoF" application status to each applicant named in the ranked short list.</i>
	<i>Received approval from the VPAA/DoF for 2 (term positions) or 3 (tenure-track positions) final interviews.</i>
	<i>In Interfolio, Academic Coordinator assigned "Final Interview" applicant status to each applicant approved by the VPAA/DoF for an on-campus interview.</i>
	<i>Asked candidate whether there are particular aspects of the broader community that they are interested in learning more about during the interview (e.g., schools, child care, places of worship, other community and cultural resources).</i>
	<i>Publicized lectures given by all candidates, and invited faculty in related disciplines. (Note that lectures should <u>not</u> be publicized with candidate names on the events calendar. Also note that candidate materials – such as CVs – distributed to lecture attendees should have all personal contact information – such as home address, cell phone, and personal email address – redacted.)</i>
	<i>Notified candidates of the Human Resources and Academic Administration web pages.</i>

	Invited students (SAC members and others) to candidate lectures/presentations. Give the list of questions not to ask during interviews to the students. (See Appendix E)
	Academic Coordinator submitted dossier for each interviewee, with complete schedules and verification sheets, to Erin Kilpeck.
<b>Final Recommendation and Offer of Appointment</b>	
	Solicited and weighed the opinions of all those colleagues (outside of the Academic Administration) and students who participated in interviewing the candidate, including the external search committee member.
	Submitted summary of search committee deliberations and final recommendation to the VPAA/DoF for approval. This recommendation should include the rationale for making an offer to one candidate over others.
	Received approval from the VPAA/DoF to extend offer.
	Extended offer of appointment to the candidate and provided clear deadline for response (typically one, and no more than two weeks).
	In Interfolio, upon confirmation of receipt of the signed appointment letter, Academic Coordinator assigned “Hired” application status to the hired applicant(s), then downloaded/printed any records required for the department recruiting report.
	In Interfolio, Academic Coordinator closed the position and documented the outcome, using the Position Status drop-down menu. This is a two-step process guided by Interfolio: When prompted, provided the name(s) of the selected applicant(s) or indicated that no hire was made (with notes on the circumstances), then selected a final Position Status.
	Assisted candidate in preparing budget for start-up funds.
<b>Reporting</b>	
	Submitted a department recruiting report for each position to Erin Kilpeck as soon as possible after the position was closed and outcome of the search was indicated, and no later than May 30. If a non-US citizen is hired, a full list of all applicants with detailed reasons on why they were not offered the position must be submitted with this report. Statuses for each position has been updated in Interfolio.



## Appendices

### Templates

Templates for all appendices are available in the Office Support folder on orgs, to which Coordinators have access.

#### Appendix A: Sample Faculty Job Listing Template

**Assistant Professor of [Department/Field], Middlebury College, MIDDLEBURY, VT** -- The [Department] invites applicants for a [full-time/part-time] [tenure-track/X-year term] position in [area] beginning fall 2020. [Description of qualifications—e.g., “Successful candidate will have...” and responsibilities.] The success candidate will be expected to teach [summary of expected teaching in the department/program] and contribute regularly to the college-wide curriculum, including the first-year seminar program and winter term curriculum. Candidates should provide evidence of commitment to excellent teaching and scholarly potential.

Middlebury College is a top-tier liberal arts college with a demonstrated commitment to excellence in faculty teaching and research. An Equal Opportunity Employer, the College is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body. Women, people of color veterans, people with disabilities, and members of the LGBTQ+ community are encouraged to apply.

Middlebury College uses Interfolio to collect all faculty job applications electronically. Email and paper applications will not be accepted. At Middlebury, we strive to make our campus a respectful, engaged community that embraces difference, with all the complexity and individuality each person brings. With your application materials provide a separate, one-page statement on inclusion that addresses how your teaching, scholarship, mentorship, and/or community service demonstrate a commitment to and/or evidence of engaging with issues of diversity and inclusion. Through Interfolio submit: a letter of application addressed to the [search committee chair]; [a curriculum vitae; undergraduate and graduate transcripts; a statement of teaching and research plans; and three current letters of recommendation, at least two of which must speak to teaching ability/promise]. More information is available at [URL FROM INTERFOLIO] and [our department website]. The application deadline is [date].

Offers of employment are contingent on completion of a background check. Information on our background check policy can be found here: <http://go.middlebury.edu/backgroundchecks>

*If it is customary in your field for ads to request a more limited application package (i.e., recommendations, scholarly material, and transcript requests to follow a preliminary review of vitae), this sentence can be revised accordingly. But departments must be sure to assemble all of these materials in time for a thorough review of dossiers.*

## Appendix B: Sample Evaluation Rubrics

*Note: Departments should construct their own evaluation sheet, with criteria that encompass institutional values and goals and the specific needs of the position. With this sheet, evaluators might indicate Y or N in the boxes, or use numbers to indicate the degree to which the candidate meets requirements and preferences. Please note, however, that you may not use a numerical scale for diversity preferences.*

	<b>Criterion:</b>							
<b>Candidates</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
(Name)								
Comments:								
(Name)								
Comments:								
(Name)								
Comments:								
(Name)								
Comments:								

*Sample Criteria (to be developed by search committee):*

- 1 Contribution to College mission
- 2 Contribution to College-wide curriculum (FYSE, CW, distribution requirements)
- 3 Contribution to goal of diversifying the faculty (see “Diversifying the Faculty” statement)
- 4 Evidence of excellence/innovation in teaching, including experience working with students from diverse backgrounds.
- 5 Evidence of excellence in research/scholarship
- 6 Commitment to a liberal arts education
- 7 Departmental criterion: Background in [particular methodology or discipline]
- 8 Departmental criterion: Experienced in [topic candidate will teach]

*Sample Rubric #1*

Please rate the candidate on each of the following, OK to include notes in boxes:

	Excellent	Good	Average	Poor	Unable to judge
Primary content area - Ability to teach ENAM 114, Reading Women's Writings					
Secondary content area - Ability to teach ENAM 205, Contemporary Literary Theory					
Tertiary content area - Ability to teach ENAM 471, Afro-Asian Encounters (optional, but a bonus)					
Teaching ability and skills, as reflected in candidate's past experiences (e.g., student ratings, teaching awards, etc.)					
Potential and ability to conduct scholarly research, as reflected in candidate's PhD program and current publication record					
Potential and ability for long-term scholarly impact on the field					
Overall accordance with departmental strengths and interests					
Potential to contribute to overall College diversity goals					

Overall evaluation (check one):

- ☐ Yes, proceed to long short list  
☐ Maybe, it depends  
☐ No thanks

Sample Rubric #2

Review criteria / Rubric scores	Excellent (3)	Great (2)	Fair (1)	Poor (0)
<b>Experience in Relevant Field</b>	Aquatic ecosystem, clearly stated applicability to Middlebury (amenable to including VT/northeast in their research program)	Aquatic ecosystem, less clearly outlined as to applicability and amenability to VT	Aquatic ecosystem, but based on applicants description, unlikely a good fit for VT	Not clearly aquatic ecology
<b>Research</b>				
Long-term potential	Clearly addresses how current work will translate to their research while on our faculty and how they will succeed as a scholar here at Middlebury given our teaching program	Addresses current research directions, but does not clearly outline future research and how they plan to succeed at Middlebury	Outlines research, but is not clear about long-term goals or transition to Middlebury	Does not address long-term research goals
Focus	Identifies key objectives, has clear plans that will allow them establish successful research immediately upon arrival. Adds significantly to the research offerings at Middlebury.	Identifies areas of focus, but doesn't clearly identify initial path at Middlebury. Adds to Midd Bio Dept options, but has some overlap with faculty who will be around for awhile.	Only broadly discusses research of interest. Adds to Middlebury Bio Dept research options, but has substantial research interest overlap with on-going faculty.	Does not outline focus of research at Middlebury. Has substantial overlap with current Midd Bio Dept research.
Fundability	Demonstrates a record of success or attempt to secure independent funding, outlines realistic funding targets to implement research at Middlebury	Demonstrates a record of success or attempt to secure independent funding, lacks realistic suggestions about funding research at Middlebury	Does address prior attempts/success to obtain funding, seems unlikely to obtain funding for research they plan to bring to Middlebury	Does not address funding options, does not seem to have fundable research for Middlebury
Integrate to UG curriculum	Clearly outlines how they plan to incorporate UG students into their research program across 500/700/701 and/or coursework	Broadly outlines ability to incorporate UG students in research	Only weakly address integrating UG students into research goals outlined	Has not considered inclusion of UG students in research curriculum

Review criteria / Rubric scores	Excellent (3)	Great (2)	Fair (1)	Poor (0)
Ability to work with diverse population	Provides specific examples of working with diverse student populations, and/or outlines how they plan to work with diverse student populations, in their research.	Mentions importance of working with diverse populations in research, does not provide specifics of what they've done, or plan to do.	Has only cursory language about inclusion of diverse student populations in research.	Does not address inclusion of diverse student populations in research.
<b>Teaching</b>				
Excitement/ engagement in teaching	Shows considerable enthusiasm for teaching UGs as a profession. Gives the clear impression that teaching isn't just something to be done in order to do research.	Expresses enthusiasm for teaching UGs as a profession. Isn't clear that teaching is at least co-equal with research.	Expresses weak interest in teaching UGs as a profession. Gives the impression that research program is more important than teaching program.	Expresses little to no interest in teaching UGs as a profession. Gives clear signals that their research program is more important than their teaching program.
UG teaching experience	Has substantial teaching experience beyond being a TA in relevant courses offered for undergraduate students. Provides examples of successes/failures/lessons learned from relevant teaching experience.	Has some teaching experience in relevant courses with UG students. Provides some narrative explanation about these experiences.	Has little or no teaching experience beyond being a TA with UG students. Only provides minimal information about these experiences.	Has no relevant teaching experience, or does not seem like a good fit for instruction of UG students.
Pedagogy practices	Clearly outlines pedagogical approach to teaching, provides examples, and expresses interest in continuing to participate in innovative pedagogical teaching and learning.	Broadly discusses "best" pedagogical practices. Provides some examples and interest in continuing to participate and innovate with regard to pedagogy.	Only briefly discusses pedagogical approach or examples from their experience, or only gives generic statements about "teaching by doing" and "showing students the wonders of science." Does not outline plan for pedagogical engagement moving forward.	Does not discuss pedagogy, or interest in learning about pedagogical innovations and practices.

Review criteria / Rubric scores	Excellent (3)	Great (2)	Fair (1)	Poor (0)
Ability to work with diverse population	Provides specific examples of working with diverse student populations, and/or outlines how they plan to work with diverse student populations, in their teaching.	Mentions importance of working with diverse populations in teaching, does not provide specifics of what they've done or plan to do.	Has only cursory language about inclusion of diverse student populations in the classroom.	Does not address inclusion of diverse student populations in teaching.
Teach BIOL 140	Extremely well equipped to teach this course, or has already taught a similar course.	Well equipped to teach this course, and/or has taught a similar course.	Could teach this course, if necessary.	Not able to teach this course.
Teach BIOL 304	Extremely well equipped to teach this course, or has already taught a similar course.	Well equipped to teach this course, and/or has taught a similar course.	Could teach this course, if necessary.	Not able to teach this course.
Teach BIOL 211	Extremely well equipped to teach this course, or has already taught a similar course.	Well equipped to teach this course, and/or has taught a similar course.	Could teach this course, if necessary.	Not able to teach this course.
Teach upper level course that supplements current dept offerings	Extremely well equipped to teach this course, or has already taught a similar course.	Well equipped to teach this course, and/or has taught a similar course.	Could teach this course, if necessary.	Not able to teach this course.
Teach upper level course that helps make current dept offerings less "brittle"	Extremely well equipped to teach this course, or has already taught a similar course.	Well equipped to teach this course, and/or has taught a similar course.	Could teach this course, if necessary.	Not able to teach this course.

<b>Review criteria / Rubric scores</b>	<b>Excellent (3)</b>	<b>Great (2)</b>	<b>Fair (1)</b>	<b>Poor (0)</b>
<b>Ability to work with diverse population</b>				
Demonstrates ability to serve and engage diverse populations	Convincingly discusses and demonstrates from past experience an ability to serve and engage diverse populations of students.	Addresses with some attention the issue of serving and engaging diverse populations of students even if their own experience with it is limited.	Only weakly addresses the issue of serving and engaging diverse populations of students.	Does not address the issue of serving and engaging diverse populations of students.
Professional commitment/training for broader inclusivity	Convincingly discusses and demonstrates from past experience a professional commitment to training for broader classroom inclusivity.	Discusses an interest in training for broader classroom inclusivity.	Only weakly discusses an interest in training for broader classroom inclusivity.	Does not discuss training for broader classroom inclusivity.
Diversity/equity/inclusion	Convincingly discusses the importance of diversity/equity/inclusion in the classroom.	Discusses the importance of diversity/equity/inclusion in the classroom.	Only weakly discusses the importance of diversity/equity/inclusion in the classroom.	Does not discuss the importance of diversity/equity/inclusion in the classroom.
<b>Ability to collaborate and contribute to interdisciplinary / interdepartmental curriculum</b>	Clearly outlines the niche they would fill in the bio dept, but also with specific examples of potential collaboration with units (programs, other departments, FYSE) outside of the department. Outlines ability to contribute to other curricula (perhaps ES-BIO) or other cross-campus activities.	Broadly outlines the way they fit into the dept or cross-campus curriculum. Outlines some specific examples.	Addresses desire to contribute broadly to Midd curriculum, but lacks specifics within the Biology Dept or other units on campus.	Does not mention collaborative contributions, or fit within the Biology curriculum.



## Appendix C: Sample Interview Schedule

(Name of Candidate)

Candidate for Tenure Track Position in (Name of Department)

### Monday, January 11<sup>th</sup>

8:30 – 9:45 a.m.	Interview with (name of faculty), (Department)
10:00 – 10:45 a.m.	Interview with (Name of Faculty), (Department)
10:45 – 11:30 a.m.	Interview with (Name of Faculty), (Department)
11:30 a.m. – 12:00 p.m.	Interview with (Name of Faculty), (Department)
1:30 - 2:15 p.m.	Class
2:15 – 3:00 p.m.	Interview with (Name of Faculty), (Department)
3:00 – 3:45 p.m.	Interview with Miguel Fernandez, Chief Diversity Officer
4:30 p.m.	<u>Lecture</u>

### Tuesday, January 12<sup>th</sup>

9:00 – 9:50 a.m.	<u>Administrative Interview</u> – Sujata Moorti VPAA/DoF, or Jim Ralph Dean for Faculty Development and Research
1:45 – 2:30 p.m.	Interview with (Name of Faculty), (Department)
2:30 – 3:15 p.m.	Interview with (Name of Faculty), (Department)
3:30 – 4:15 p.m.	Interview with (Name of Faculty), Chair, (Department)

## Appendix D: Interview Questions to Avoid

This section highlights interview questions that you should avoid during interviews. More information on appropriate/useful interview questions can be found on the Human Resources website in their *Guide for Effective Interviewing*, <http://www.middlebury.edu/offices/business/hr/supervisors/hiring-staff/interviewing>.

### Middlebury's Nondiscrimination Statement

Chairs and search committee members should review Middlebury's Nondiscrimination Statement prior to beginning a search ([go.middlebury.edu/nondiscrimination](http://go.middlebury.edu/nondiscrimination)).

### Equal Employment Opportunity Interview Guidelines

(From <http://www.middlebury.edu/offices/business/hr/supervisors/hiring-staff/interviewing>)

## EQUAL EMPLOYMENT OPPORTUNITY INTERVIEW GUIDELINES

Subject	Lawful *	Unlawful
Address	Applicant's place of residence.	Inquiry as to whether candidate owns home, rents rooms, or lives with relatives. Inquiry into duration of current or previous addresses.
Age	Are you over 18 years of age?	Inquiry about age or date of birth.
Arrest Record	Inquiry as to whether candidate was ever convicted of a crime.	Asking an interviewed candidate if he has ever been arrested.
Birth Date	None	Requirement that candidate submit birth certificate, naturalization or baptismal record. Requirement that applicant produce proof of age in the form of a birth certificate or baptismal record.
Citizenship	Asking whether the candidate is a citizen of the U.S. If not a citizen of the U.S., does candidate intend to become one? If not a citizen of the U.S., has the candidate the legal right to remain permanently in the U.S.? Does the candidate intend to remain in the U.S.? Requirement that candidate state whether (s)he was ever interned or arrested as an enemy alien.	Asking candidate of what country (s)he is a citizen. Inquiry as to whether candidate is a naturalized or a native-born citizen; the date when candidate acquired citizenship. Requirement that candidate produce naturalization papers. Inquiry as to whether candidate's parents or spouse are naturalized or native-born citizens of the U.S., the date when parents or spouse acquired citizenship.
Children	None	Ages of children, plans to have children in the future, child care arrangements, capacity to reproduce, advocacy of any form of birth control or family planning.
Disability	Inquiry as to whether there are any accommodations the department can provide to	Inquiry as to whether the individual is disabled. Inquiry about certain

	ensure access and full participation during their campus visit.	diseases for which candidate may have been treated.
Education	Inquiry into candidate's academic, vocational, or professional education and the public/private schools attended.	Inquiry about year of graduation from high school. Inquiry about the nationality, racial or religious affiliation of schools attended.
Experience	Inquiry into work experience.	
Gender, Sex	None	Inquiry as to sex. Inquiry as to how candidate wishes to be addressed; Mr./Mrs./Miss?/Ms.? Consideration of candidate's gender identity or gender expression.
Language	Inquiry into languages candidate speaks and can't speak and write fluently.	Inquiry as to native languages. Inquiry into how candidate acquired ability to read, write or speak a foreign language.
Marital Status	None	Inquiry as to marital status, name or occupation of spouse.
Military Experience	Inquiry into candidate's military experience in the U.S. or in a State Militia or service in particular branch of U.S. service.	Inquiry into candidate's general military experience.
Name	Have you ever worked for the college under a different name? Is there any additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work record?	Original name of applicant whose name has been changed by court order or otherwise, maiden name of a married person, or requiring prefix (i.e. Mrs.) to applicant's name. Spouse's name.
National Origin, Birthplace	None	Inquiry into candidate's lineage, ancestry, national origin, birthplace, descent, parentage, nationality, or native language. Inquiry regarding nationality or birthplace of candidate's parents or spouse.
Organizations	Inquiry into candidate's membership in organizations that (s)he considers relevant to ability to perform job.	Requesting candidate to list all clubs, societies, and lodges to which (s)he belongs.
Race or Color	None	Considering the complexion or color of the skin, hair or eyes; or any other questions directly or indirectly indicating race or color.
Relatives	Names of candidate's relatives, other than a spouse already employed by college.	Names, addresses, ages, number or other information about candidate's spouse, children, or other relatives not employed by college.
Religion or Creed	None	Inquiry into candidate's religious denomination, religious affiliations,

		church, parish, pastor or religious holiday observed.
Sexual orientation	None	Inquiry into the sex or gender of candidate's spouse or partner.

\* Inquiries which would otherwise be deemed lawful, may, in certain circumstances, be deemed as evidence of unlawful discrimination when the inquiry seeks to elicit information about a selection criterion which is not job-related and which has a disproportionate burdensome effect upon the members of a minority group and cannot be justified by business necessity.

## Appendix E: Rejection Letter Templates

### Template 1: Not Selected for Interview (Before Offer Has Been Made & Accepted)

Dear [applicant name],

Thank you for your application to our [tenure-track/term] position in [position name] at Middlebury College. The department has finalized its list of candidates to interview, and we regret to inform you that we are unable to invite you to interview for the position.

On behalf of the search committee, I want to thank you for your application. We recognize the effort involved in the process of applying to positions such as this, and we appreciate your interest in the department and in Middlebury College.

We wish you the best of luck in the future.

Sincerely,  
[Department Chair]

### Template 2: Not Interviewed, Not Hired (After Offer Has Been Made & Accepted)

Dear [applicant name],

Thank you for your application to our [tenure-track/term] position in [position name] at Middlebury College. We received many outstanding applications for this one position, making this a particularly competitive search. We regret to inform you that we recently made an offer that was accepted, and the position is now filled. I want to thank you for your interest in our program, and for giving the department an opportunity to consider your application.

We wish you the best of luck in the future.

Sincerely,  
[Department Chair]

### Template 3: Interviewed, but Not Hired (After Offer Has Been Made & Accepted)

*Note: Letters to candidates you interviewed can be more personal than the form letter templates above. However, despite the temptation to provide useful feedback—or concrete answers to the question “why not me?”—it is best to be as general as possible in responding to these candidates. Even seemingly innocuous comments can go awry in communicating to candidates who were not offered a position.)*

Dear [applicant name],

Thank you for your visit to Middlebury on [Dates]. We enjoyed meeting you, and hearing your discussion of [research topic]. We interviewed three extremely qualified candidates, and this was a highly competitive search. In the end, we made the difficult decision to offer the position to another candidate, who has accepted.

We appreciate all of the effort that goes into applying and interviewing for faculty positions, and we wish you all the best in your future endeavors.

Sincerely,  
[Department chair]

## Appendix F: Sample Recruiting Report to the VPAA/DoF

*Note: Although this sample recruiting report uses an existing College department, all other information about the search is fabricated.*

### **Recruiting Report: Tenure-Track Position Department of Computer Science 20XX-XX**

#### **1. A brief description of the position available.**

Tenure Track position in Computer Science

#### **2. A copy of the advertisement, along with the campaign summary and ad quote from Jobelephant.**

The advertisement for this Computer Science position was placed in the following publications:

- The October 2017 issue of Computing Research News, published by the Computing Research Association (CRA), as well as electronic distribution for 60 days (9/5-11/5/2017) to the CRA's Jobs listserv and web site
- A 60-day posting (starting 9/5/2017) on the Association for Computing Machinery (ACM) web site ACM.org

A separate advertisement for this position appeared in the August 15, 2017 print edition of *The Chronicle of Higher Education*, along with a 60-day online placement for the following job websites: ChronicleVitae.com, DiverseEducation.com, InsideHigherEd.com, and NewEnglandHERC.org.

### **Tenure-track Faculty Position in Psychology**

MIDDLEBURY COLLEGE, MIDDLEBURY, VT 05753. Middlebury College invites applications for a tenure-track faculty position in psychology, open specialization, beginning in fall 2019. Teaching responsibilities will include courses throughout the undergraduate psychology curriculum with an emphasis on the candidate's areas of expertise and occasional contributions to the College's winter term and first-year seminar programs. Appointment will be made at the rank of Assistant Professor (Ph.D.) or Instructor (ABD). Candidates should provide evidence of commitment to excellent teaching and scholarly potential.

Middlebury College uses Interfolio to collect all faculty job applications electronically. Email and paper applications will not be accepted. At Middlebury, we strive to make our campus a respectful, engaged community that embraces difference, with all the complexity and individuality that each person brings. With your application materials, provide a separate, one-page statement on inclusion that addresses how your teaching, scholarship, mentorship, and/or community service demonstrate a commitment to and/or evidence of engaging with issues of diversity and inclusion. *Women, people of color, veterans, people with disabilities, and members of the LGBTQ+ community are encouraged to apply.*

Middlebury College uses Interfolio to collect all faculty job applications electronically. Email and paper applications will not be accepted. At Middlebury, we strive to make our campus a respectful, engaged community that embraces difference, with all the complexity and individuality each person brings. In your application materials we encourage you to address how your teaching, scholarship, mentorship and/or community service might support our commitment to diversity and inclusion. Through

Interfolio, submit to Hannah Harrison, Department Chair: curriculum vitae, teaching statement, research statement, graduate transcript, and three current letters of recommendation, at least one of which must speak to teaching ability. More information is available at <http://www.interfolio.com/apply/31147>. The application deadline is November 20, 2019.

Offers of employment are contingent on completion of a background check. Information on our background check policy can be found here: <http://go.middlebury.edu/backgroundchecks>.

### **3. Who were the members of the search committee?**

### **4. A brief statement of how recruiting was conducted: to which universities you may have written, what conferences were attended, etc. Please include the names of applicants, in rank order, that were sent as a short list to the VPAA/DoF.**

The search committee received and reviewed 89 complete applications. From these, 16 candidates were selected for preliminary interviews, which took place via Skype during November and December 2017.

Based on their performances during the preliminary interview, we selected six applicants for a ranked short list to forward to the VPAA/DoF. These applicants included, in rank order:

1. Mai Clarke, Ph.D. (withdrew)
2. Deon Tomicelli, Ph.D. (withdrew)
3. Ian Brown, ABD
4. Emily Cohen, Ph.D.
5. Janet Lamy, ABD
6. Malika DeLuca, Ph.D.

### **5. A list of all candidates invited to Middlebury for final interviews, with reasons for lack of success of those not offered a position.**

We were given approval to invite the top five candidates on our short list for final, on-campus interviews. This happened because two invited candidates withdrew before their scheduled interview, so we moved on to other candidates in the order they appeared on the short list. In the end, we conducted three on-campus interviews, each of which included a public talk and a mock lecture. The candidates we interviewed were:

#### **Ian Brown, ABD; Interviewed January 9–10, 2019**

Our third choice was Ian Brown. He has the least teaching experience of all three candidates overall, but does have valuable real-world experience. Several of us thought he also had the least to offer in terms of courses he could teach.

#### **Emily Cohen, Ph.D; Interviewed January 11–12, 2019**

Our second choice was Emily Cohen. Her candidate lecture was praised by many in the Department. Her research in computational economics makes her an appealing fit for our department and for the potential to collaborate and co-teach with colleagues in economics. Her teaching experience is somewhat limited compared to that of the other finalists.

#### **Janet Lamy, ABD; Interviewed January 16–17, 2019**

Janet was our top candidate. She has significant teaching experience, as well as a research specialization that complements those of departmental colleagues. Her talk and mock lecture were the best overall. As an Asian woman, she would increase the diversity in our department.

We offered the position to Janet Lamy right after her interview, and she declined a few days later. The committee next agreed that they would fully support an offer of the position go out to Emily Cohen, who accepted on February 15.

**Name of Appointee:** Emily Cohen

**Offered the Position:** Accepted

**5. Date this position was closed (archived) in Interfolio:** May 30, 2019

**6. Please attach a complete list of all applicant names and final Interfolio application statuses. If a foreign national is hired, also include ratings and detailed comments in this list.**

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Hannah Harrison, Department Chair  
(signature required – not electronic)

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Date



## Appendix G: Further Reading on Unconscious Bias

PDF versions of some of these readings are available in the Office Support folder on ORGS, to which Coordinators have access. They are also available upon request by e-mailing the VPAA.

Mitchell & Tetlock (2015) “Implicit Attitude Measures” in *Emerging Trends in the Social and Behavioral Sciences*. Edited by Robert Scott and Stephan Kosslyn. © 2015 John Wiley & Sons, Inc. ISBN 978-1-118-90077-2. (PDF in Office Support folder).

Moody (2010) *Rising Above Cognitive Errors: Improving Searches, Evaluations, & Decision-Making*. A 40-page booklet (<http://www.diversityoncampus.com/id2.html>)

Oswald et al. (2015) “Using the IAT to Predict Ethnic and Racial Discrimination: Small Effect Sizes of Unknown Societal Significance.” *Journal of Personality and Social Psychology*. (PDF in Office Support folder)

Ross, Howard. *Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives* (Rowman & Littlefield Publishers (2014)

You might also consider exploring Harvard’s Implicit Bias test, online at <https://implicit.harvard.edu/implicit/takeatest.html>.

### *Bias in Teaching Evaluations*

Andersen, Kristi and Elizabeth D. Miller. “Gender and Student Evaluations of Teaching.” *Political Science and Politics* 30.2 (1997): 216-219.

Anderson, Kristin J. and Gabriel Smith. “Students’ Preconceptions of Professors: Benefits and Barriers According to Ethnicity and Gender.” *Hispanic Journal of Behavioral Sciences* 27.2 (2005): 184-201.

Arbuckle, Julianne and Benne D. Williams, “Students’ Perceptions of Expressiveness: Age and Gender Effects on Teacher Evaluations.” *Sex Roles* 49.9/10 (2003): 507-516.

Baldwin, Tamara and Nancy Blattner. “Guarding Against Potential Bias in Student Evaluations: What Every Faculty Member Needs to Know.” *College Teaching* 51.1 (2003): 27-32.

Basow, Susan A. “Student Evaluations of College Professors: When Gender Matters.” *Journal of Educational Psychology* 87.4 (1995): 656-665.

Basow, Susan A. and Nancy T. Silberg. “Student Evaluations of College Professors: Are Female and Male Professors Rated Differently?” *Journal of Educational Psychology* 79.3 (1987): 308-314.

Bennett, Sheila Kishler. “Student Perceptions of and Expectations for Male and Female Instructors: Evidence Relating to the Question of Gender Bias in Teaching Evaluation.” *Journal of Educational Psychology* 74.2 (1982): 170-179.

- Boring, Anne. "Gender Biases in Student Evaluations of Teaching." *Journal of Public Economics* 145 (2017): 27–41.
- Coren, Stanley. "Student Evaluations of an Instructor's Racism and Sexism: Truth or Expedience?" *Ethics & Behavior* 8.3 (1998): 201–213.
- Deo, Meera E. "A Better Tenure Battle: Fighting Bias in Teaching Evaluations." *Columbia Journal of Gender and Law* 31.1 (2015): 7–43.
- Graves, Amy L., Etsuko Hoshino-Browne, and Kristine P.H. Lui. "Swimming against the Tide: Gender Bias in the Physics Classroom." *Journal of Women and Minorities in Science and Engineering* 23.1 (2017): 15–36.
- Hendrix, Katherine Grace. "Student Perceptions of the Influence of Race on Professor Credibility." *Journal of Black Studies* 28.6 (1998): 738–763.
- Huston, Therese A. "Race and Gender Bias in Higher Education: Could Faculty Course Evaluations Impede Further Progress Toward Parity?" *Seattle Journal for Social Justice* 4.2 (2006): 591–611.
- MacNeill, Lillian, Adam Driscoll, and Andrea N. Hunt. "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching." *Innovative Higher Education* 40 (2015): 291–303.
- Martin, Lisa L. "Gender, Teaching Evaluations, and Professional Success in Political Science." *The Teacher* (2016): 313–319.
- Merritt, Deborah J. "Bias, the Brain, and Student Evaluations of Teaching." *St. John's Law Review* 82.1 (2008): 235–287.
- Miller, JoAnn and Marilyn Chamberlin. "Women are Teachers, Men are Professors: A Study of Student Perceptions." *Teaching Sociology* 28.4 (2000): 283–298.
- Mitchell, Kristina M. W. and Jonathan Martin. "Gender Bias in Student Evaluations." *The Teacher* (2018): 648–652.
- Nast, Heidi J. "'Sex', 'Race' and Multiculturalism: Critical Consumption and the Politics of Course Evaluations." *Journal of Geography in Higher Education* 23.1 (1999): 102–115.
- Perry, Armon R., Sherri L. Wallace, Sharon E. Moore, and Gwendolyn D. Perry-Burney. "Understanding Student Evaluations: A Black Faculty Perspective." *Reflections* 20.1 (2015): 29–35.
- Reid, Landon D. "The Role of Perceived Race and Gender in the Evaluation of College Teaching on RateMyProfessors.com." *Journal of Diversity in Higher Education* 3.3 (2010): 137–152.
- Rosen, Andrew S. "Correlations, Trends and Potential Biases among Publicly Accessible Web-Based Student Evaluations of Teaching: A Large-Scale Study of RateMyProfessors.com Data." *Assessment & Evaluation in Higher Education* 43.1 (2018): 31–44.

Smith, Gabriel and Kristin J. Anderson. "Students' Ratings of Professors: The Teaching Style Contingency for Latino/a Professors." *Journal of Latinos and Education* 4.2 (2005): 115–136.

Wagner, Natascha, Matthias Rieger, and Katherine Voorvelt. "Gender, Ethnicity and Teaching Evaluations: Evidence from Mixed Teaching Teams." *Economics of Education Review* 54 (2016): 79–94.

Williams, Dana A. "Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review." *Profession* (2007): 168-173.

*Bias in Letters of Recommendation*

Dutt, Kuheli, Danielle L. Pfa, Ariel F. Bernstein, Joseph S. Dillard, and Caryn J. Block. "Gender Differences in Recommendation Letters for Postdoctoral Fellowships in Geoscience." *Nature Geoscience* 9 (2016): 805-809.

Madera, Juan M., Michelle R. Hebl, and Randi C. Martin. "Gender and Letters of Recommendation for Academia: Agentic and Communal Differences." *Journal of Applied Psychology* 94.6 (2009): 1591–1599.

Madera, Juan M., Michelle R. Hebl, Heather Dial, Randi Martin, and Virginia Valian. "Raising Doubt in Letters of Recommendation for Academia: Gender Differences and Their Impact." *Journal of Business and Psychology* 33.4 (2018): 1-17.

Mendoza, Sylvia. "Can 'Word Choices' Compromise a Woman's Career?" *The Education Digest* (Oct. 2011): 62-64.

Morgan, Whitney Botsford, Katherine B. Elder, and Eden B. King. "The Emergence and Reduction of Bias in Letters of Recommendation." *Journal of Applied Social Psychology* 43 (2013): 2297–2306.

Ross, David A., Dowin Boatright, Marcella Nunez-Smith, Ayana Jordan, Adam Chekroud, and Edward Z. Moore. "Differences in Words Used to Describe Racial and Gender Groups in Medical Student Performance Evaluations." *PLOS ONE* (2017): 1-10.

Schmader, Toni, Jessica Whitehead, and Vicki H. Wysocki. "A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants." *Sex Roles* 57.7/8 (2007): 509–514.

Trix, Frances and Carolyn Psenka. "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." *Discourse & Society* 14.2 (2003): 191–220.

Watson, Carol. "Sex-Linked Differences in Letters of Recommendation." *Women and Language* 10.2 (1987): 26-28.

*Bias in Evaluation of Scholarship*

Antonio, Anthony Lising. "Faculty of Color Reconsidered: Reassessing

- Contributions to Scholarship.” *The Journal of Higher Education* 73.5 (2002): 582-602.
- Boshier, Roger. “Why is the Scholarship of Teaching and Learning Such a Hard Sell?” *Higher Education Research & Development* 28.1 (2009): 1-15.
- Chalmers, Denise. “Progress and Challenges to the Recognition and Reward of the Scholarship of Teaching in Higher Education.” *Higher Education Research & Development* 30.1 (2011): 25-38.
- Cislak, Aleksandra, Magdalena Formanowicz, and Tamar Saguy. “Bias against Research on Gender Bias.” *Scientometrics* 115 (2018): 189–200.
- Filardo, Giovanni, Briget da Graca, Danielle M. Sass, Benjamin D. Pollock, Emma B. Smith, and Melissa Ashley-Marie Martinez. “Trends and Comparison of Female First Authorship in High Impact Medical Journals: Observational Study (1994-2014).” *BMJ* 352 (2016): 1-8.
- Fincher, Ruth-Marie E. and Janis A. Work. “Perspectives on the Scholarship of Teaching.” *Medical Education* 40 (2006): 293-295.
- Jaschik, Scott. “The Price Women Pay for Co-Authorship.” *Inside Higher Ed* 9 Jan. 2017. <https://www.insidehighered.com/news/2017/01/09/study-finds-women-dont-get-same-credit-men-do-co-authored-papers>
- Sarsons, Heather. “Recognition for Group Work: Gender Differences in Academia.” *American Economic Review: Papers & Proceedings* 107.5 (2017): 141–145.
- Shapiro, Howard N. “Promotion & Tenure & the Scholarship of Teaching & Learning.” *Change: The Magazine of Higher Learning* 38.2 (2006): 38-43.
- West, Jevin D., Jennifer Jacquet, Molly M. King, Shelley J. Correll, and Carl T. Bergstrom. “The Role of Gender in Scholarly Authorship.” *PLOS ONE* 8.7 (2013): 1-6.
- Wolfers, Justin. “When Teamwork Doesn’t Work for Women.” *The New York Times* 8 Jan. 2016.

